

UCF Veterans Legacy Program Curricular Materials



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Lesson Title	Plains Indians Virtual Museum Research Project
Grade(s)	9-12
Time (Minutes/ Days)	One - two weeks depending on class periods

Lesson Overview

Students will research the stories of the Plains Indians (Cheyenne, Arapaho, Kiowa, Comanche, & Cato) who were imprisoned in Fort Marion and create a virtual museum to display their findings.

Essential Questions

1. Why and how were the Plains Indians forcibly removed from their land?
2. What was the experience like for the Plains Indians held captive by the US Government in Fort Marion in the 1870s?
3. How did the Plains Indians' experiences in Fort Marion lead to larger anglicization of native peoples through other efforts such as the Carlisle school?
4. How do the descendants of the Plains Indians remember their history and the stories of their ancestors?

Florida State Standards

- SS.912.A.1 Use research and inquiry skills to analyze American history using primary and secondary sources.
- SS.912.A.1.AP.6 Use a case study to explore social, political, legal, and economic relationships in history.
- SS.912.A.2.7 Review the Native American experience.

Oklahoma State Standards

Social Studies

- 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.

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- OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.
- OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including:
 - A. required enrollment of the Freedmen
 - B. Second Indian Removal
 - C. significance of the Massacre at the Washita
 - D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands.
 - E. establishment of the western military posts including the role of the Buffalo Soldiers
 - F. construction of railroads through Indian Territory
- 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.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.6.6 Examine the migrations of major cultural and ethnic groups, including Asians, African Americans, American Indians, and Latinos to the state of Oklahoma and their impact on the social and economic transformation of the modern state of Oklahoma.
- USH.1.3 Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.
 - 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

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- 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.

English Language Arts

- 9.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
- 9.3.W.2 Students will compose informative essays, reports, or technical writing that:
 - objectively introduce and develop topics
 - include a defensible thesis
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity and concision
 - establish and maintain a formal style
 - emulate literary devices from mentor texts
- 9.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.
- 9.4.W.2 Students will select language to create a specific effect in writing according to purpose and audience.
- 9.6.W.1 Students will formulate and refine a viable research question.
- 9.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
- 9.6.W.4 Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.
- 9.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.
- 10.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
- 10.3.W.2 Students will compose informative essays, reports, or technical writing that:

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- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts
- 10.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.
- 10.6.W.1 Students will formulate and refine a viable research question.
- 10.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
- 10.6.W.4 Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.
- 10.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.
- 11.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.
- 11.3.W.2 Students will compose informative essays, reports, or technical writing that:
 - objectively introduce and develop topics
 - include a defensible thesis
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity and concision
 - establish and maintain a formal style
 - emulate literary devices from mentor texts
- 11.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.
- 11.6.W.1 Students will formulate and refine a viable research question.
- 11.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
- 11.6.W.4 Students will present research in longer formats (e.g., sustained

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research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

- 12.1.S.1 Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions

Required Materials

1. Laptops for each student
2. [Virtual Museum Exhibit Template](#)
3. [Sample Museum Room](#)
4. Student Research Guide (Below)

Learning Objectives

1. Students will research using the internet and oral histories to learn about the stories of the Plains Indians.
2. Students will create a digital museum that highlights certain themes related to the Plains Indians' forced removal from their land, their subsequent imprisonment in Fort Marion, and the aftereffects of that imprisonment.
3. Students will learn how to create certain components of a museum exhibit, including curating "artifacts" that go together and writing their labels.

Procedure

Note: This research project should occur after some basic introduction to the idea of westward expansion and forced migrations of indigenous populations in the United States. If you want, feel free to use this [brief powerpoint](#) covering some of those topics related specifically to the Plains Indians.

1. Bell Ringer- Say-it-in-6: In exactly 6 words, no more, no less, have your students sum up what they know about the forced migrations of indigenous peoples in the 19th century. Give your students 2-3 minutes to create theirs. Then, have them share out in small groups and talk about the most important things they know to get class started.
2. Introduce the idea of a virtual museum exhibit. Go over the concepts that are important to a good exhibit, including exhibit titles, primary sources and corresponding labels, and utilizing a variety of technologies

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(including images and videos).

3. Decide if you want to have students complete this on their own or in small groups. If in small groups, make sure that each student has specific work to complete for the project.
4. Go over the instructions for the Virtual Museum Exhibit and the Template. The template is already set up to “move” the students through the rooms and exhibits when it is in presentation mode. You can also allow your students to design their own version in whatever digital tool you use in your classroom.
 - a. Instructions for the Virtual Museum Exhibit:
 - i. Students will work individually or in groups to create a Virtual Museum with three different “rooms” based on different topics related to the Plains Indians’ forced migrations. They **MUST** include a room about the stories of specific Plains Indians based on oral histories included in the lesson. The other two rooms can be any of the topics listed below. Students should choose from the following list (or get teacher permission for a different relevant title):
 1. **Specific Plains Indians’ Stories (Use oral histories and/or websites provided for research- this one is required!)**
 - a. Heap of Birds (Cheyenne)
 - b. Big Mocassin (Cheyenne)
 - c. Medicine Water (Cheyenne)
 - d. Mochi (Cheyenne)
 - e. Cometsevah (Cheyenne)
 - f. Huh-nah-nee (Caddo)
 - g. Black Horse (Comanche)
 - h. Yí Sàum, Double Vision (Kiowa)
 - i. Making Medicine (Cheyenne)
 - j. Bear’s Heart (Cheyenne)
 2. History of the Plains Indians and Their Forced Migrations
 3. Different Conflicts
 - a. Red River War
 - b. Washita Massacre
 - c. Sand Creek Massacre
 4. Resistance and Rebellion to Forced Migration and White Laws
 5. Geography & the Transportation of Plains Indians Prisoners to Fort Marion
 6. Plains Indians’ Imprisonment in Fort Marion
 7. Ledger Art in the Fort

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8. Carlisle Indian School
 9. Those Who Returned Home from Fort Marion & Their Stories
 10. Descendants of Plains Indians Held Captive in Fort Marion & Their Stories
- ii. Each room must have a description explaining the theme and the context of the specific room. It should display the images of the three artifacts that are in the room. The images will work as links to the descriptions of the artifacts.
 - iii. Each room must have three different "artifacts"- images, text, or videos. Each artifact needs a label of 2-3 sentences that explains the significance of that artifact in relation to the exhibit.
 - iv. There will also be a museum brochure, which goes over the broader theme of the museum and the history of the Plains Indians. This can be done either digitally or physically, depending on teacher or student preference.

Bibliography for Further Reading/Teacher/Student Use

Oral Histories

[Cheyenne and Arapaho Tribes, Hi Vi Mitz Mak a be o ta: Honoring the Historic Footprints of the Cheyenne and Arapaho Warriors at Fort Marion, 1875-1878, 2024.](#)

"Oral History by Dr. Henrietta Mann, Cheyenne and Arapaho Tribes of Oklahoma." Oral Histories from the Descendants of Native Americans Imprisoned at Fort Marion. October 15, 2023. Video, <https://www.youtube.com/watch?v=rEY2PIBO5Z8&list=PLpWJoglpCyx58llcVddLaixDeWKpBcS9c&index=3>.

Discusses the Carlisle School and the experiences of the Native Americans who interacted with Pratt. Also addresses the forced assimilation of the Native Americans.

Teachers may wish to watch this video which provides context and decide if it is appropriate for their students: [Plains Tribal Veterans at Fort Marion](#). Dr. Amy Giroux made/showed this video to tribal leaders in Oklahoma during the Fort Marion Symposium in November 2024.

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<https://comanchenation.com/our-nation/about-us>.

"American Indians: A Story Told for Thousands of Years." Bullock Texas State History Museum,

<https://www.thestoryoftexas.com/discover/campfire-stories/american-indians>.

"Arapaho, Southern." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 14, 2024.

<https://www.okhistory.org/publications/enc/entry?entry=AR002>.

"Black Horse, Wife, and Child in Native Costume, Confined in Fort Marion, St. Augustine, Florida." The New York Public Library Digital Collections. Accessed August 20, 2024.

<https://digitalcollections.nypl.org/items/510d47e0-5398-a3d9-e040-e00a18064a99>.

"Book of Sketches Made at Fort Marion, St. Augustine, Fla." Massachusetts Historical Society. Accessed August 20, 2024.

<https://www.masshist.org/collection-guides/view/fao0007>.

"Caddo (Kadohadacho)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.

<https://www.okhistory.org/publications/enc/entry?entry=CA003>.

"Cheyenne Indian Couple at Fort Marion- Saint Augustine, Florida." Florida Memory. State Library and Archives of Florida, Accessed August 20, 2024.

<https://www.floridamemory.com/items/show/24452>.

"Cheyenne, Southern." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.

<https://www.okhistory.org/publications/enc/entry?entry=CH030>.

"Comanche (Tribe)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.

<https://www.okhistory.org/publications/enc/entry?entry=CO033>.

"Fort Marion- St. Augustine Florida." Chickasaw Film Source. The Chickasaw Nation, Accessed March 15, 2024.

<https://chickasawfilmsource.com/Home/Entries/Places/Fort-Marion.aspx>.

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Kavanagh, Thomas W. "Comanche." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 14, 2024.

<https://www.okhistory.org/publications/enc/entry.php?entry=CO033>.

"Keeping History: Plains Indian Ledger Drawings." Albert H. Small Documents Gallery. Smithsonian, Accessed August 20, 2024.

https://americanhistory.si.edu/documentsgallery/exhibitions/ledger_drawing_4.html.

"Kiowa." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.

<https://www.okhistory.org/publications/enc/entry?entry=KI017>.

"Medicine Lodge Treaty (1867)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.

<https://okhistory.org/publications/enc/entry?entry=ME005>.

"Red River War (1874-1875)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.

<https://www.okhistory.org/publications/enc/entry?entry=RE010>.

Wilmot, Judith L. "Warrior-Artists in a Tourist Town: Ledger Art Helped Cheyenne, Arapaho, Kiowa, Comanche, and Caddo Warriors Imprisoned at Fort Marion Survive- and Even Thrive." *Cowboys & Indians*, August 12, 2017.

<https://www.cowboysindians.com/2017/08/warrior-artists-in-a-tourist-town/>.

"Women: Women's History in St. Augustine." Castillo De San Marcos. National Park Service, Accessed August 20, 2024.

<https://www.nps.gov/casa/learn/historyculture/women.htm>.

Student Research Guide

Individuals

- Heap of Birds
 - [Oral History \(Norene Starr\)](#)
 - [Biography](#)
- Big Moccasin
 - [Oral History \(Norene Starr\)](#)
- Medicine Water and Mochi
 - [Oral History \(Ah-in-ist Sipes\)](#)
 - [Cheyenne Couple at Fort Mario](#)
 - [Women's History in St. Augustine](#)
- Cometsevah
 - [Oral History \(Gordon Yellowman\)](#)
- Yí Sàum (Anglicized: Double Vision) (Kiowa)
 - [Oral History \(Warren Queton\)](#)
- Black Horse
 - [Warrior Artists in a Tourist Town](#)
- Huh-nah-nee (Prominent Man)
 - [Group of Kiowa and Caddoe Indians, in native costume, confined in Fort Marion, St. Augustine, Florida](#)
- Bear's Heart
 - [Book of Sketches Made at Fort Marion](#)
- Making Medicine
 - [Book of Sketches Made at Fort Marion](#)

General Research

- [American Indians: A Story Told for Thousands of Years](#)
- [Book of Sketches Made at Fort Marion](#)
- [Cheyenne and Arapaho Tribes, *Hi Vi Mitz Mak a be o ta: Honoring the Historic Footprints of the Cheyenne and Arapaho Warriors at Fort Marion, 1875-1878, 2024.*](#)
- [Fort Marion- St. Augustine, FL](#)
- [Keeping History: Plains Indian Ledger Drawings](#)
- [Medicine Lodge Treaty](#)
- [Red River War](#)
- [Warrior-Artists in a Tourist Town: Ledger Art Helped Cheyenne, Arapaho, Kiowa, Comanche, and Caddo Warriors Imprisoned at Fort Marion Survive- and Even Thrive](#)



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- [Arapaho, Southern](#) *Arapaho*
- [Caddo](#) *Caddo*
- [Cheyenne, Southern](#) *Cheyenne*
- [About Us](#) *Comanche*
- [Comanche](#)
- [Kiowa](#) *Kiowa*



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