

TEACHER'S OUTLINE

LESSON 1: "Young Will"/GRADES 9-12

Key Concept: Indian Territory and the Cherokee Nation

Will Rogers was born and lived his youth in Indian Territory as a citizen of the Cherokee Nation. Will's father, Clem Rogers, played an influential role in American and Cherokee history. Clem Rogers' active involvement in Cherokee politics as a Cherokee Nation district judge and Cherokee senator significantly influenced Will's understanding of American politics and the Cherokee Nation.

Learning Objectives:

1. Recognize the historic role of Indian Territory in early American history and demonstrate knowledge through student-produced artifacts.
2. Increase student knowledge and perspectives of the Cherokee Nation during the period of Indian Territory
3. Increase student knowledge and perspectives of the Cherokee Nation in Oklahoma as a sovereign nation within the United States of America
4. Examine Will Rogers' early life as a Cherokee citizen and how this contributed to his perspectives on American politics.

Video Clip

Before completing the Learning Activity or Student Handouts for this lesson, students should watch Chapter 1 of the documentary Will Rogers & American Politics. If time or resources do not allow, students should at a minimum, view these short video clips for Lesson 1. These clips can be viewed online by visiting <https://www.youtube.com/watch?v=53d-ZNYCSAdk> and <https://www.youtube.com/watch?v=GkNRidHAJK0>

Learning Activity: Indian Territory Map/Trail Of Tears

Students will be provided the opportunity to demonstrate an increased understanding of Indian Territory by outlining the Cherokee Nation Territory, locating the Capital, and determining the location of Will Rogers' Oklahoma home. Additionally, students will demonstrate knowledge of the "Trail Of Tears."

Student Handouts

Students will be challenged to demonstrate their comprehension of material covered in Lesson 1. Additionally, students will be given the opportunity to further explore and discuss various topics covered in the lesson material.



Oklahoma
Historical
Society

INDIAN TERRITORY

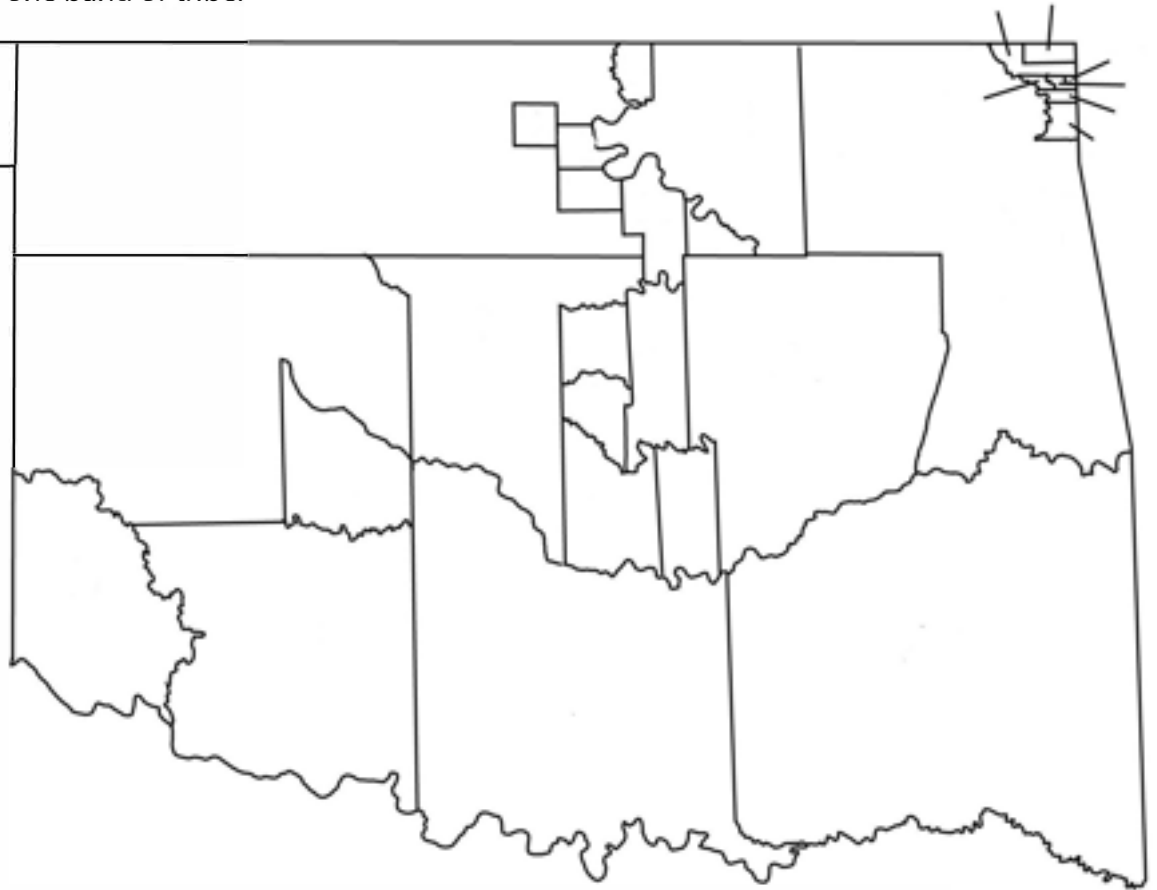
PART 1 INSTRUCTIONS:

Using the word bank, label each territory.

Remember, some territories were home to more than one band or tribe.

WORD BANK:

- | | |
|--------------------------------|---------------|
| 1. No Man's Land | 18. Seminole |
| 2. Cherokee Outlet | 19. Chickasaw |
| 3. Cheyenne and Arapaho | 20. Choctaw |
| 4. Wichita and Caddo | 21. Creek |
| 5. Greer County | 22. Cherokee |
| 6. Comanche, Kiowa, and Apache | 23. Peoria |
| 7. Unassigned | 24. Quapaw |
| 8. Kaw | 25. Modoc |
| 9. Tonkawa | 26. Ottawa |
| 10. Ponca | 27. Shawnee |
| 11. Pawnee | 28. Wyandotte |
| 12. Oto and Missouri | 29. Seneca |
| 13. Osage | |
| 14. Sac and Fox | |
| 15. Iowa | |
| 16. Kickapoo | |
| 17. Pottawatomie and Shawnee | |



PART 2 INSTRUCTIONS:

A. Mark on the map Will Rogers' home in Oklahoma

B. Mark on the map where the Cherokee Nation capital resides.

THE TRAIL OF TEARS

PART 1 INSTRUCTIONS:

Draw the "Trail of Tears" route followed by the Cherokee people during the land cessations of the 19th Century.



PART 2:

A. What year was the Cherokee Nation forced to Indian Territory?

C. When did Oklahoma become a state?

B. Who was the Chief of the Cherokee Nation during the "Trail of Tears"?

D. Who was the U.S. president during the "Trail of Tears"?

INDIAN TERRITORY

ANSWER KEY

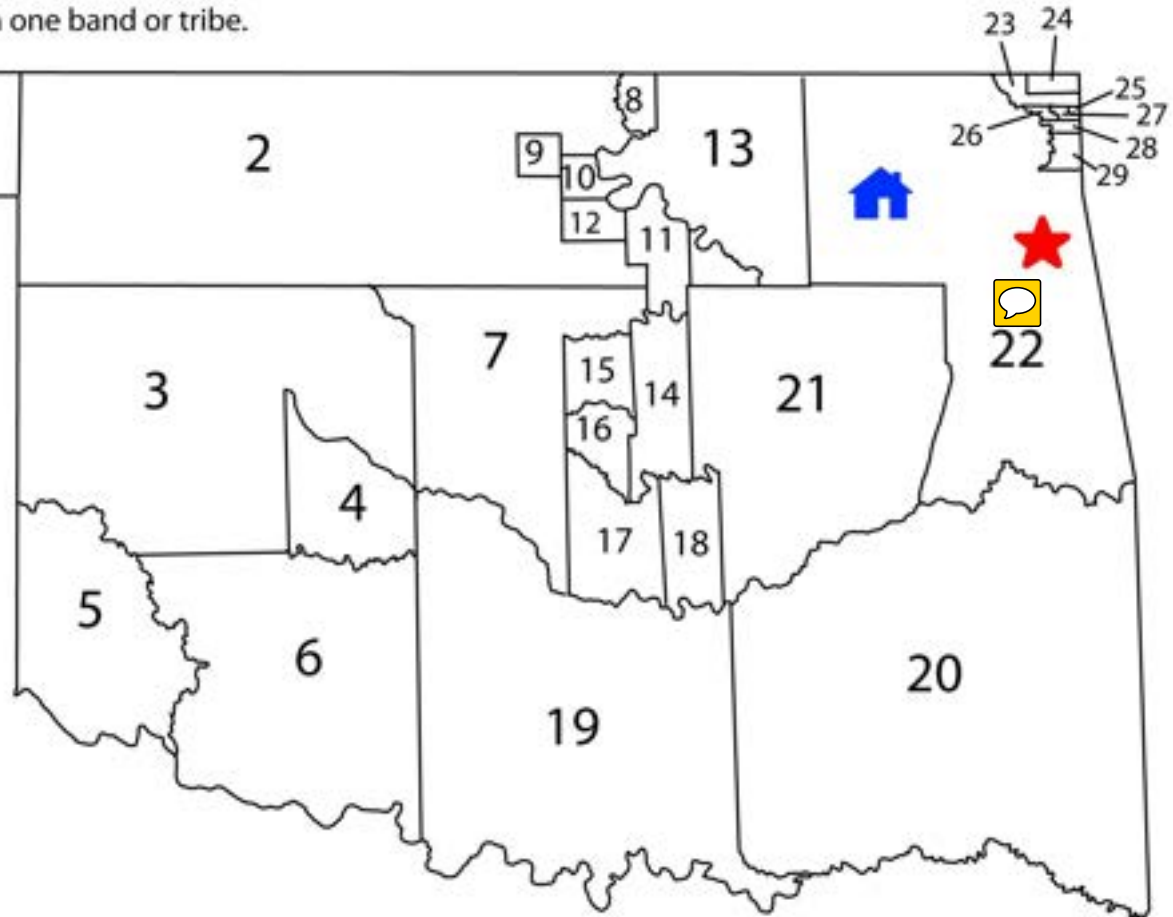
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THE TRAIL OF TEARS

ANSWER KEY

PART 1 INSTRUCTIONS:

Draw the "Trail of Tears" route followed by the Cherokee people during the land cessations of the 19th Century.



PART 2:

A. What year was the Cherokee Nation forced to Indian Territory?

ANSWER: 1838

C. When did Oklahoma become a state?

ANSWER: 1907

B. Who was the Chief of the Cherokee Nation during the "Trail of Tears"?

ANSWER: Chief John Ross (Also known as Chief Little John)

D. Who was the U.S. president during the "Trail of Tears"?

ANSWER: Martin Van Buren. (The Indian Removal Act was signed earlier by Andrew Jackson.)

STUDENT HANDOUT

LESSON 1: "YOUNG WILL"
9TH-12TH GRADE

NAME: _____

DATE: _____

CLASS: _____

CONTENT REVIEW

1. Indian Territory became the state of _____ in 1907.
2. Which of Will Rogers' parents were citizens of the Cherokee Nation?
3. What elected positions did Clem Rogers hold in the Cherokee Nation?
4. Who played the most influential role in building Will Rogers' interest in the world of politics?
5. Though often encouraged, Will Rogers never desired to become a politician. However, Rogers has been referred to as an _____ and even a _____ of politicians.

DISCUSSION QUESTIONS

1. How could Will Rogers' early life, living as a Cherokee citizen in Indian Territory, have shaped his views in American politics?
2. What are some differences and similarities of the Cherokee Nation during the time of Indian Territory and the Cherokee Nation today?
3. Describe the significance of the Cherokee Nation as a sovereign nation within the United States of America.

STUDENT HANDOUT

LESSON 1: "YOUNG WILL"
9TH-12TH GRADE

ANSWER KEY

CONTENT REVIEW

1. Indian Territory became the state of OKLAHOMA in 1907.
2. Which of Will Rogers' parents were citizens of the Cherokee Nation?
BOTH parents were citizens of the Cherokee Nation.
3. What elected positions did Clem Rogers hold in the Cherokee Nation?
District Judge - AND - Cherokee Senator
4. Who played the most influential role in building Will Rogers' interest in the world of politics?
His father, Clem Rogers
5. Though often encouraged, Will Rogers never desired to become a politician. However, Rogers has been referred to as an observer and even a user of politicians.

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TEACHER'S DISCRETION
2. What are some differences and similarities of the Cherokee Nation during the time of Indian Territory and the Cherokee Nation today?
TEACHER'S DISCRETION
3. Describe the significance of the Cherokee Nation as a sovereign nation within the United States of America.
TEACHER'S DISCRETION