



Activity	Theme 2 Activity 2
Lesson Name	Eastern Shawnee Movement: Summary Timeline
Summary	In this activity, students will summarize the major periods of movement in Eastern Shawnee history in a timeline that includes both words and images. Through this process, students will demonstrate their understanding of removal, allotment, and migration to the Pacific Northwest as they relate specifically to the Eastern Shawnee.
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the definitions of removal and allotment. • Understand the causes and effects of Eastern Shawnee removal and the U.S. government policy of land allotment. • Contextualize and summarize major periods of movement in Eastern Shawnee history. • Use images and text to convey meaning and demonstrate understanding.
Essential Questions	<ul style="list-style-type: none"> • How did removal and allotment policies impact the Eastern Shawnee? • How can a timeline be used as a tool for summary?
Materials	<ul style="list-style-type: none"> • Access to <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> book • Summary Timeline Worksheet • Pens or Pencils
Vocabulary	<ul style="list-style-type: none"> • Removal - the forced displacement of a community for political or social reasons • Allotment - the amount of something allocated to a particular person. In this context, a piece of land deeded by the government to an American Indian, as part of the division of tribally held land.
Preparation	In preparation for this activity, students should become familiar with content included within <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> included in the following chapters:

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	<ul style="list-style-type: none"> • Chapter 1: A Patriot Defamed • Chapter 2: From Ohio to Oklahoma and Beyond • Chapter 3: Divided Lands and Dispersed People • Chapter 10: Eastern Shawnee Migration
<p>Procedure</p>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Ask students to define the major periods of Eastern Shawnee movement. These include: homeland in Ohio, removal to Oklahoma, allotment, and migration to the Pacific Northwest. <p><u>Activity</u></p> <ul style="list-style-type: none"> • Instruct students to complete the Summary Timeline Worksheet using the four major periods discussed. Instruct students to complete each portion of the timeline with both words and images, similar to a comic or cartoon. <p><u>Wrap Up</u></p> <ul style="list-style-type: none"> • Have students discuss their timelines in small groups. <ul style="list-style-type: none"> ○ What information was the most important to relay about each period? ○ Why did they choose the images and words they did? ○ How do these images and words convey information regarding each period of movement? ○ How does placing these periods in a timeline help us understand cause and effect?
<p>Extension</p>	<ul style="list-style-type: none"> • Students create summary timelines for each period of movement.
<p>Differentiation</p>	<ul style="list-style-type: none"> • Students create one timeline as a class.
<p>Historical Thinking Skills Addressed</p>	<p>Chronological Thinking</p> <ul style="list-style-type: none"> c) Recognize and understand chronology. d) Interpret data presented in time lines and create time lines. g) Identity, analyze, and evaluate cause-and-effect relationships.

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	<p>Historical Comprehension</p> <p>h) Utilize visual and mathematical data.</p> <p>Analysis, Interpretation & Decision Making</p> <p>c) Extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.</p> <p>Historical Research Capabilities</p> <p>g) Support interpretations with historical evidence.</p>
Attachments	<ul style="list-style-type: none"> • Summary Timeline Worksheet