

Battle of Honey Springs

Locating the Site

Map 1: Indian Territory

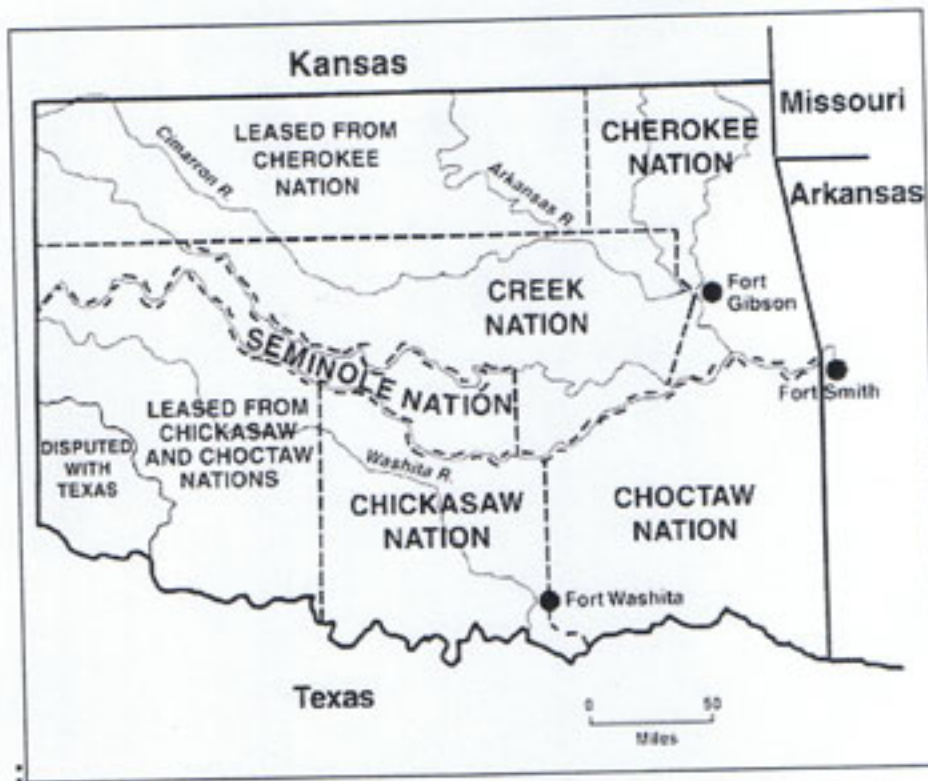


Table 1: Tribal and Slave Populations.

Nation	Tribal Population	Slave Population
Cherokee	21,000	2,504
Chickasaw	5,000	917
Choctaw	18,000	2,298
Creek	13,550	1,651
Seminole	2,267	See Note 1

Note 1: Figures for the Seminole Nation are not available, but this tribe is known to have held slaves.

Native American tribes were, and continue to be, recognized as sovereign nations by the federal government. What is marked on maps as the Indian

Territory was not an official territory of the United States such as Dakota Territory or Colorado Territory.

Questions for Map 1 & Table 1

1. Locate a map of the United States. How many miles is it from Indian Territory (now Oklahoma) to Washington, D.C. and Richmond, Virginia? As the Civil War began, what methods did people in the territory have to communicate with the two capitals? How closely connected to the East do you think people in the Indian Territory felt?
2. Examine Map 1. Make note of the states surrounding the Indian Territory. Which state/states were slaveholding? Which state/states were free?
3. Now examine Table 1. Write on Map 1 the slave population of each Native American tribe.
4. Which of the Five Civilized Tribes would seem most likely to be sympathetic to the Confederacy? Why? Be sure to consider both location and lifestyle. Which would be least sympathetic? Why?

Table 1 is compiled from U.S. Bureau of the Census, Eighth Annual Census (1860), National Archives; Annie Heloise Able, The American Indian as a Slaveholder and Secessionist (Lincoln, Neb.: University of Nebraska Press, 1992) 211; R. Haliburton, Red Over Black: Black Slavery Among the Cherokee Indians (Westport, Conn.: Greenwood Press, 1977) 117.



Teaching with Historic Places

Selecting a Historic Place

1. What historic place would you like to use?
2. What is the story and why is it important? Why is the **place** an important source of evidence for learning that?
3. How does the place fit into curriculum topics, such as history, geography, social studies, or other subjects?
4. How can the place help students develop learning skills, such as observation, synthesis, and analysis?
5. What questions does the place bring to mind? Where might you find the answers?
6. How could you use the place in the classroom, especially if you could not visit it? What other sources of evidence would be useful?
7. What questions would you most like to ask someone knowledgeable about the site and its history? Where would you find such a person?



Teaching with Historic Places

Learning from a Historic Place

1. **OVERVIEW:** What do you see? What is your general description of the place and its setting?
2. **DETAILS:** Look closely and identify specific details about location, size, shape, design, arrangement, setting, and other characteristics.
3. **IMPRESSIONS:** What do your observations suggest about the place's age, purpose, function, and evolution?
4. **BIG PICTURE:** What do you think the place suggests about people, events, or ways of life from the past?
5. **EVIDENCE:** Look at your conclusions for Questions 3 and 4. How do you know? What specific clues did the place itself contribute? How influential were previous knowledge or assumptions?
6. **QUESTIONS & ANSWERS:** What questions did the physical evidence raise for you? What information is missing? What else would you like to know? What types of evidence might answer those questions and test your hypotheses? Where would you find that information?

SOME SOURCES OF EVIDENCE

Places have stories to tell, but do not always speak in a language that is easy for most of us to understand. The following is a list of the kinds of sources that can help those preparing educational materials know what story they want to tell: They also can help students understand and learn from that story.

You will not use all of these sources, of course. National Register nomination files contain descriptions of the property, historical background and analysis of significance, photographs, maps, a bibliography, and sometimes other materials. Information in the Register file should be enough to give you a sense of the historical context of the place you want to use and to indicate what the focus of your lesson plan should be. The Register files can also provide some material for readings from which students gather the background information they need to determine the facts about the place. Some files provide all of the materials needed for a lesson plan. Where needed, information in the National Register files can be supplemented with material from other general information sources listed below. The other categories can supply additional written and visual evidence that will illustrate what you want to teach and make the place come alive for the students.

This list also includes some suggestions on where these sources of information can be found.

GENERAL INFORMATION (usually secondary sources)

- National Register documentation
- Published histories
- Unpublished histories
- Walking tours

HISTORICAL PUBLISHED MATERIALS

- General or local histories
- Textbooks
- Newspapers--News articles, Editorials, Cartoons
- Guidebooks
- Travellers' accounts

HISTORICAL UNPUBLISHED WRITTEN MATERIALS

- Diaries
- Correspondence

MAPS

- Historical
- Real estate atlases, esp. Sanborn maps
- Modern

PICTORIAL INFORMATION

- Paintings and sketches
- Woodcuts, lithographs, engravings, etc.
- Bird's eye views
- Postcards and souvenir views
- Historic photographs
- Modern photographs

Architectural drawings (plans and elevations)

MONUMENTS AND PUBLIC ART

War memorials
Statues and other sculpture
Fountains
Town squares or other public spaces

PUBLIC RECORDS

Census data
Tax records
Building permits
Deeds
Inventories
Legislation (proposed and enacted)
Transcripts of legislative debates
Court cases

RECORDS OF ORGANIZATIONS

Churches
Chambers of Commerce
Clubs
Fraternal organizations

PEOPLE

Living witnesses
Taped oral histories

ARTIFACTS

Furniture
Tools/implements/machinery
Clothing

SIGNS

Street Signs
Historic markers
Cornerstones
Commercial signage

PLACES TO LOOK: National Register of Historic Places
State or local libraries
State or local historical societies
State-wide or local non-profit preservation organizations
State historic preservation offices
Local universities and colleges
U.S. Bureau of the Census (regional offices)
State, county, or local courthouses
Organizations
People

Kinds of Evidence from Historic Places

- I. **Spatial relationships**
 - A. elements of a place in relation to one another (e.g., central place and dispersal)
 - B. elements of a place in relation to the natural environment
 1. location
 2. climate
 3. topography
- II. **Temporal relationships**
 - A. change
 - B. continuity
 - C. linkages to broader historical trends/movements/themes
- III. **Interaction between humans and the natural environment**
 - A. how human activity affected/affects the natural environment
 - B. how the natural environment affected/affects human activity
- IV. **Artifacts associated with place (e.g., tools, equipment)**
 - A. the story of the artifact
 - B. the technology reflected in the artifact
 - C. the artifact's role in the larger context of the historic place
- V. **Design**
 - A. aesthetics
 - B. use of space
 - C. building materials and techniques
 - D. style
 - E. form and function
 1. homes
 2. workplaces
 3. leisure
 4. communal/community activities
- VI. **Context**
 - A. interrelationship among elements
 - B. sense of place, experience of "being there"
 - C. sensuous impact of/response to place
 - D. relationships between historic places and broad themes/contemporary issues