

**Women in the Work Force:  
Easy Street vs. Native American Burial Grounds  
Web Quest**

A Web Quest by the Kentucky Department of Education's Division of Equity  
Designed by: Jean McComb, Equity Consultant  
[Jmccomb@kde.state.ky.us](mailto:Jmccomb@kde.state.ky.us)

The first task students will need to complete is to decide from which prospective they will approach the problem. They may decide to approach the board of the Development Company or to involve the school and community and approach the issue of the mascot, this would allow them to sidestep approaching the board of directors. The perspective of the approach will determine which of the questions in the *Task* section will be completed.

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You are the lead Architect for the Easy Street Development Company in Shady Acres, Kentucky. You have only recently been hired and you are the only woman in a company of all men. In addition, you are a Cherokee Native American. When you came to Shady Acres, you noticed that the high school mascot for the local football and basketball team was the Shady Acres Redskins. This emblem was offensive to you but you have kept silent about it.

As your company began the excavation project and after the field office had been set up, a gravesite was discovered. It turns out that the site is that of a Creek Indian Woman who died in 1835.

The company has decided to relocate the grave to a local cemetery. You are very aware that native burial sites are sacred and that a relocation would require a detailed process that includes a native ceremony and could be costly. It would mean bringing people in to do the relocation. If you do not say anything, the company would be liable for grave desecration violations with the State and Federal Government and the Creek Nation. Your position may be a very unpopular one with the Development company and one that could cost you your job if it is not approached carefully.

**You must make a decision and prepare a presentation to your company's board of directors or get the school and community involved and let them develop a presentation.**

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## The Task

Students will determine which of the following questions must be answered in order to present accurate information to the board of directors or the school board before they can proceed.

- What are the Creek Indian re-location requirements?
- What are the key issues you will face in your challenge?
- What women of Native American decent come from Kentucky?
- How does being a woman affect your position?
- How does being a minority affect your position?
- Why is the term “redskins” offensive to you?
- What are the laws in the state of Kentucky, when it relates to Native American burial re-locations?
- What was the role of a Creek woman in 1835?
- What art forms did the Creek practice and what art might be buried with the woman?
- What would a Native American Burial Ceremony have been like and what art forms would have been present?
- How would the death be registered?
- What does the Bureau of Indian Affairs do?
- Who is the National Native American Inter-Tribal Association?
- How might your presenting the information to the board be detrimental to your job?
- How would involving the community and school be difficult to organize?
- What factors must the school weigh when joining in the effort to help?
- Why would they need to change their mascot?
- Why might the school and school board not want to change their mascot?
- What are the ethical issues involved?
- What were the attitudes of Native American men toward Native American women, and how were they different from the white population.
- What happened to the Native American tribes in Kentucky?
- Where was the main location of Creek Indians 1835?
- How would a Creek woman come to be buried in Kentucky in 1835?
- What would be the pros and cons of drawing it to the attention of the legislature?
- How would you react to someone digging up your ancestors?
- How would you feel about someone using a symbol of the destruction of your family as a school sports mascot?

Research and answer the above questions that pertain to your prospective using the resources listed in the resource section. Form teams of researchers to bring the information together and discuss how each of the questions relates to your basis for a decision. Put a presentation together that takes a stand and defend your position using the information that has been gathered.

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## Resources

**Kentucky Women and Reform**  
**Kentucky Women in Education**  
**Kentucky Women in Journalism**  
**Kentucky Women in Public Service**  
**Kentucky Women in Law**  
**Kentucky Women in Business and Industry**

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## Books

*Authentic Voices of Native Americans*  
*Indians of North America*  
*The Trail of Tears: The Story of the American Indian Removals, 1813-1855*  
*American Indian Women*  
*American Indian Authors*  
*Mountain Wolf Woman : 1884 - 1960*  
*Remember the Ladies*  
*The Peopling of America*  
*Native North America Reference Library Vol. I, II, III, & IV*  
*Women's Curriculum Tool Box*

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## Videos

*The Native Americans*  
*In Whose Honor? American Indian Mascots in Sports*  
*America's Great Indian Leaders*  
*Winds of Change : A matter of Choice*  
*Winds of Change : A matter of Promise*  
*Indians : Between Two Cultures*  
*Her Mother Before Her : Winnebago Women's Stories of their Mothers and Grandmothers*  
*Winnebago Women : Songs and Stories*

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## Women and the Future:

<http://www.women.com/womenfuture/index2.html>  
<http://www.nwhp.org/index.html>  
<http://www.state.ky.us/agencies/women/index.html>

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## Kentucky Law

<http://www.lrc.state.ky.us/search.htm>

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## Federal Law

<http://xroads.virginia.edu/~YP/ethnic.html>  
<http://indian.senate.gov/>  
<http://www.doi.gov/bureau-indian-affairs.html>  
<http://www.usbr.gov/laws/antique.html>  
<http://www.cr.nps.gov/aad/kennewick/>  
<http://www.cast.uark.edu/other/nps/nagpra/nagpra.dat/lgm003.html>  
<http://boulder.noaa.gov/updates/tribes.html>  
<http://www.cidh.oas.org/basic.htm>

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## **Native American Resources**

<http://home.earthlink.net/~rosebud9/mascotpet.htm>  
<http://home.earthlink.net/~rosebud9/mascot.html>  
<http://home.earthlink.net/~rosebud9/mascotform.htm>  
<http://www.ryal.k12.ok.us/ryalframe1.html>  
<http://www.doi.gov/bureau-indian-affairs.html>  
<http://www.powersource.com/nation/>  
[www.cviog.uga.edu/Projects/gainfo/creek.htm](http://www.cviog.uga.edu/Projects/gainfo/creek.htm)  
<http://www.usindian.com/>  
<http://www.doi.gov/oait/>  
<http://www.usbr.gov/laws/antique.html>  
<http://www.cr.nps.gov/aad/kennewick/>  
<http://www.cast.uark.edu/other/nps/nagpra/nagpra.dat/lgm003.html>  
<http://www.indart.com/oiag/tatelifc.htm>  
<http://www.conexus.si.edu/dine2/?pos=99999>  
<http://www.bham.com/corley/>  
<http://www.sequoyahmuseum.org/>  
<http://mcclungmuseum.utk.edu/permex/amerind/amerind.htm>  
<http://infoseek.go.com/?win= search&sv=M6&qt=Creek+Indian&oq=&url=http%3A//www.rhus.com/Creeks.html&ti=A+Creek+Indian+Bibliography.+by+Anne+Gometz.+Creek+Indians%3A+Sources+for+History.+Biography+...&top=>  
<http://www.cherokee.org/>  
<http://rosecity.net/tears/trail/timeline.html>  
<http://cherokee.hypermart.net/?about.x=13&about.y=17>  
<http://www.wco.com/~berryhp/creek.html>  
<http://sites.gulf.net/perdidobay-indian/saga.html>

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## **Native American Women of the Americas**

<http://www.humanities.mcmaster.ca/~pjohnson/mock.html>  
[http://www.cherokee.org/Obit\\_XXIII\\_10\\_11\\_12.asp](http://www.cherokee.org/Obit_XXIII_10_11_12.asp)  
[http://www.cherokee.org/D5\\_Shoutpouch.asp](http://www.cherokee.org/D5_Shoutpouch.asp)  
[http://www.cherokee.org/press\\_release/2000/jun/2.htm](http://www.cherokee.org/press_release/2000/jun/2.htm)  
<http://kennedy-center.org/honors/years/maria.html>  
<http://home.earthlink.net/~rosebud9/index.html#squaw>

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## **Kentucky Office of Native American Inter-Tribal Association**

David Two Bears  
National Native American Inter-Tribal Association  
702 North Mulberry Street  
Elizabethtown, Kentucky 40427  
270-765-2085  
FAX 503-2181742

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## **The Process (divide class into learning teams)**

As a learning team, decide which perspective you will develop. Determine which of the following steps will pertain to your particular perspective. Divide the steps up among your team and determine who will do what. After completing your assignments, come back together to present your findings to the group. Discuss the information your team has found. Discuss any ethical issues involved. (Doing what is right vs. what is easiest) Discuss the implications of being a woman and presenting your case to an all male board of directors or to a board of education. Each member of the group will present their information. Each member will take notes and formulate ideas on a project or presentation. Members will then decide how to develop their project to demonstrate their conclusions and justification for those conclusions. The team will present their project to the review committee. (Teacher and other classmates).

### **STEPS**

1. Come up with a list of issues involved in the situation.
2. Go to the Federal Laws Resources and look up burial and relocation laws.
3. Go to the State Laws and look up burial and relocation requirements.
4. Go to the Women and Reform resources and determine what women are of Native American decent and from what tribe or tribes they come.
5. Research and determine how being a woman will affect your task.
6. Research various resources and determine how being a minority might effect your task.
7. Research the term redskins to determine it's origin.
8. Go to the Native American resources and research Native American Women.
9. Look at various Native American art forms.
10. Go to the Native American Resources and research Creek Indian funerals
11. Go to the Native American Resources and focus in on the women and their roles.
12. Go to the Federal sites and find out what the Bureau of Indian Affairs does
13. E-mail or write organizations to get the answers to questions you may not be able to find on line.
14. View videos and look at written publications to determine more background information.
15. Research what the purpose of a mascot is and what would be involved in changing a mascot
16. Interview someone in the office and the athletic office to determine why it would be difficult to change a mascot
17. Determine how you would proceed toward changing the mascot
18. Research the time line of the Creek and Cherokee
19. Determine where the Creek and Cherokee were originally located and where they ended up
20. Research how many Native Americans exist in the State of Kentucky and determine how we know this.
21. Research how many Native American children are in Kentucky classrooms and determine how we know this.
22. Identify the barriers to finding this information
23. Research how one would get the legislature involved in the identified barriers.

Review committee will discuss the issues. Following the presentation and discussion, all students will write a proposal to the school board or to the company's board of directors, depending on their team's choice of perspective. The proposals will be presented to the class in the form of a power point presentation, work of art or a paper.

The group should come back together and discuss all of the various issues. A lively discussion of ethical choices will be facilitated by the teacher and will include information on how this activity relates to the video, *Women of Kentucky: Our Legacy, Our Future* and what students learned from the activities.

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## **Learning Advice**

As you begin to develop your ideas use concept mapping to organize your thoughts and document your findings. As a group you will want to put together the facts that each member has discovered. Be sure to listen carefully to each of the researchers. If some researchers have had a more difficult time developing their thoughts, other members of the team may want to work through the information with them to develop it further. The group should have a meaningful discussion about the issues involved. If additional issues come up that the group has no direct experience with, a plan to speak with someone who has experience in the area should be developed. Any facts that are not provided in the original web quest can be determined through group consensus. (For instance, the woman in the burial site may be given a name and may be an ancestor to someone involved in the legislature.) Each member of the group will listen to all of the information provided before determining the next step. Discussion may get very lively and at times heated, maintain an unbiased point of view and respect others opinions. Make choices on what you feel strongly about and what you feel you can give in to. (Choose your battles, you can't get everything you want). A Powerpoint presentation, work of art, video, written paper or speech may be developed to get your points across. Your conclusions should be obvious. Remember, in any of these presentations, justifications and rationale for your stand will need to be presented. Everyone will write his or her own proposal at the end of the project.

## **Conclusion**

At the end of the projects students will have researched issues of ethics, community responsibility, Native American culture, women's issues, public service and legal rights and responsibilities. They will have analyzed the information presented, organized it into a workable body of knowledge and developed conclusions and projects that demonstrate multiple ways of knowing that stem from creative critical thinking and problem solving. They will have a more in depth understanding of the issues that face Native American Women in Kentucky and will have experienced a historical perspective of the issues involved. Additionally, students will have experienced two separate perspectives and made choices that have different conclusions. Students will experience the possibilities of two separate options for solving one difficult problem, each option creating different and equally challenging consequences.

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