# Paths Through Time

Trade, removal, and change in Oklahoma's past

**3.C.3.1** "Examine the state's earliest peoples and the significance of their interactions. Describe the cause-effect relationship between historic events by creating basic timelines and drawing basic conclusions about key events in Oklahoma's past..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two details about trade, then number these events in time order: early trade, the Indian Removal Act, and forced journeys to Indian Territory. Use your marks to see how events led to changes.

### Communities and Change

1. Long before Europeans came to the land now called Oklahoma, American Indian peoples traveled between villages to trade. Caddo people made clay pots and grew crops. Wichita people grew corn and hunted bison. Traders followed paths over land and along rivers. A pot might be traded for a bison hide. These routes helped families get useful things from other communities.

2. Much later, in 1830, the U.S. government passed the Indian Removal Act. It led to the forced removal of many American Indian peoples from their homes in the eastern United States. During the 1830s, many had to travel to Indian Territory, which included present-day Oklahoma. People faced hunger, illness, and loss along the way. Families had to rebuild homes and communities in a new place.

3. The land was not empty when removed peoples arrived. American Indian peoples, including Wichita and Caddo communities, already lived in the region. People already there and new arrivals had to adjust to living near one another. Yet Native peoples kept many traditions and built new communities. Today Oklahoma is home to 39 American Indian nations. Each nation has its own history, government, and traditions.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How did trade routes help families before Europeans arrived?

2. Write these in time order: forced journeys to Indian Territory, early trade, the Indian Removal Act.

3. What caused many peoples to travel to Indian Territory in the 1830s? Name one hardship they faced.

4. Why did both the people already in the region and the new arrivals have to adjust?

## 3 YOUR TURN

Your own words

Write a three-step word timeline about a trade between a Wichita family and a Caddo family before Europeans arrived. Choose a trade other than the pot-for-hide trade in the text, and explain a useful result for each family in your last step.

**ANSWER KEY**

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**GRADE 3 · 3.C.3.1**

## PART 1 · READ AND MARK

Underline two details about trade, then number these events in time order: early trade, the Indian Removal Act, and forced journeys to Indian Territory. Use your marks to see how events led to changes. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How did trade routes help families before Europeans arrived? | **Trade routes let families exchange goods and get useful things from other communities.** |
| 2 | Write these in time order: forced journeys to Indian Territory, early trade, the Indian Removal Act. | **First, early trade. Next, the Indian Removal Act. Last, forced journeys to Indian Territory.** |
| 3 | What caused many peoples to travel to Indian Territory in the 1830s? Name one hardship they faced. | **The Indian Removal Act led to their forced removal. They faced hunger, illness, or loss.** |
| 4 | Why did both the people already in the region and the new arrivals have to adjust? | **They had to adjust to living near one another after removed peoples arrived.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

First, a Wichita family harvested corn. Next, they traded some corn to a Caddo family for a clay pot. Last, the Wichita family used the pot to hold food, and the Caddo family cooked the corn.

For the timeline, accept other reasonable trades that fit the passage. The steps should be in time order, and the last step should give a useful result for both families.