

TEACHER'S GUIDE

Argie Debo's OKLAHOMA



Newspapers for this educational program provided by:



Angie Debo's OKLAHOMA



Bob Darcy and Burns Hargis' Oklahoma Politics Class, Fall 2009

Back row: R. Linden, H. Owen, K. Kassen, T. Tindell, T. Sunderland, C. Baker, A. Crawford, M. Pierson, B. Darcy; Front row: B. Hargis, M. Gardner, E. Hadaway, L. Sturgeon, A. Kirkpatrick, M. Reed-Ajir, C. DeKock, J. Dickison, R. Lyle, R. England, M.L. Draper, D. Tingle; Courtesy Megan Horton, OSU Communications.



J. Paustenbaugh, J. Kirksey, L. Sturgeon. Courtesy Megan Horton, Courtesy OSU Communications.

Angie Debo's Oklahoma is an educational supplement produced by the students in Oklahoma Politics, an Oklahoma State University undergraduate course co-taught by Bob Darcy, Regents Professor of Political Science, and Burns Hargis, OSU President. The supplement was supported by the OSU Office of Institutional Diversity under the leadership of Jason Kirksey, Interim Associate Vice President.

Angie Debo published her last book in 1976. For more than forty years her extraordinary scholarship had brought to life the good and the bad, the strong and the weak, the bright and the dull that is Oklahoma. That the good, the strong and the bright prevailed is, in no small part, due to this woman of insight. Acquaint yourself with Angie Debo's Oklahoma!

-Bob Darcy, Professor of Political Science, **Jennifer Paustenbaugh**, Associate Dean of Libraries, and **Kate Blalack**, Special Collections Librarian and Visiting Professor, Editors

With special thanks to **Kay Bost**, Head of Special Collections and University Archives at OSU

On the cover:

The photographic image on the cover shows artist Charles Banks Wilson finishing his portrait of Angie Debo in 1985. This portrait now hangs in the rotunda of the Oklahoma State Capitol. *Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.*

The Angie Debo statue, depicted in the sketch on the cover, has been sculpted by Stillwater artist Phyllis Mantik for placement in front of the Stillwater Public Library. It will be dedicated in the fall of 2010. *Courtesy Phyllis Mantik, sculptor.*

Educators, the following pages of the teacher's guide include additional information for you to help guide your students through the activities in their student supplements. The content and activities meet many social studies PASS Standards across various grade levels, particularly at grade 4 and the high school level.



SHIRLEY A. LECKIE

Courtesy University of Oklahoma Press



Portrait of Angie Debo, 1935. Courtesy the Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.

About Angie Debo

Shirley Leckie's exhaustive work on one of Oklahoma's greatest historians follows the life of Angie Debo beginning with her childhood in Marshall, Oklahoma. The book extensively covers Debo's research on American Indians, hardships in publishing and the many awards bestowed upon her. Patricia Loughlin included Angie Debo in her study of women who made a difference in the American West in the 20th century. She delved deep into Debo's personality as a tough woman with a passion for writing, history and the state of Oklahoma.

Angie Elbertha Debo was born on January 30, 1890, in Beattie, Kansas. Her parents moved the family from Kansas to the town of Marshall in Oklahoma Territory on November 8, 1899. They settled in a one-room house and Debo attended Marshall's one-room schoolhouse. She began keeping a diary at an early age, a sign of her passion for writing. Early on, Debo became intrigued by the Russian Revolution and the struggles of the Russian people. This lifelong fascination began her interest in issues of social justice. She graduated with eight others from Marshall High School in 1913 and taught at schools in Logan and Garfield counties before starting her post-secondary education.

Angie Debo began her collegiate studies at the University of Oklahoma in 1915. She graduated in three years and then earned her master's degree in political science at the University of Chicago. Her doctoral dissertation for her Ph.D. at the University of Oklahoma was completed in 1933 and published the next year as "The Rise and Fall of the Choctaw Republic." She was never able to settle in a university history department. Instead, she worked in the more traditional feminine role for the times of librarian.

Leckie, Shirley. *Angie Debo: Pioneering Historian*. Norman: University of Oklahoma Press, 2000.

Loughlin, Patricia. *Hidden Treasures of the American West: Muriel H. Wright, Angie Debo, and Alice Marriott*. Albuquerque: University of New Mexico Press, 2005.

Angie Debo's books can be found in libraries around the world. Her work has been translated into Spanish, French and Italian; she is the subject of books and documentaries; she received two honorary doctorates; she has a highway and an Edmond elementary school named after her; and her portrait hangs at the State Capitol with Oklahoma's most distinguished individuals.



Angie Debo, 1946. ©Ash Studio, Plainview, TX; Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.

“I have written the worst things about Oklahoma that anybody else has ever written that ever touched a typewriter, and yet nobody seems to blame me for it. Nobody seems to hold it against me.”
(Loughlin, p.69)

Activities:

- 1) Map out Angie Debo's travels on a U.S. map. Mark where she began, lived and studied.
- 2) Learn more about Angie Debo's challenges as a woman historian and hardships in publishing her work on American Indian history. Write an essay about what you discover and what her hard work means to you.

Activity #1: Angie Debo was born in Beattie, Kansas. She then moved to Marshall, Oklahoma. She went to the University of Oklahoma in Norman. Then, she went to the University of Chicago in Chicago, Illinois. From there, she went to West Texas State Teacher's College in Canyon, Texas. She went on to work in Oklahoma City and then Stillwater.

Activity #2: Much of Angie Debo's problems in publishing were due to her incriminating claims about state officials. Debo always sought to tell the entire truth, not just part of it. She was not published initially because of fear of what might happen by

bringing to light the wrongdoings of high ranking officials. Debo also had troubles because she was a woman. She missed out on job opportunities as a writer and as a university faculty member. It was hard for Debo to get people to listen to her because she was a woman. However, once people realized how talented of a researcher and writer Debo was, she was able to publish her many books. Student answers on what Debo's ability to overcome these hardships means to them will vary.

THE RISE AND FALL OF THE Choctaw REPUBLIC

Courtesy University of Oklahoma Press

The Rise and Fall of the Choctaw Republic

In "The Rise and Fall of the Choctaw Republic," Angie Debo describes the life of the Choctaw Nation long before the intrusion of the white settlers in North America, and the impact the settlers had on the Nation. This book describes the triumphs and defeats of the Native Americans while providing insight into and inspiration for the hardships they overcame.

The Treaty of Doak's Stand was signed by the federal government and the Choctaws in 1820. This treaty was negotiated because the Choctaws did not leave Mississippi at a fast enough rate to satisfy the white settlers. The federal government and the Native Americans' council assembled at Dancing Rabbit Creek to create a bill that would hasten the removal of the Choctaws to their new territory in Oklahoma. President Andrew Jackson turned on his former allies, the Native Americans, when he signed this bill.

Even though the Choctaws assured the Commissioner of Indian Affairs in 1861 they would not get involved in the Civil War, the Choctaw Nation joined the Confederate states shortly thereafter. The Choctaws and the Confederacy were natural allies because the Choctaws held slaves, they were fearful of Lincoln's secretary of state, and the Confederate States were willing to make concessions that Congress would not. The Choctaws and Chickasaws together raised three regiments for the Confederacy, although they only engaged in limited combat. Nonetheless,

Debo, Angie. The Rise and Fall of the Choctaw Republic. Norman: University of Oklahoma Press, 1934.



Rosella Hightower, an internationally acclaimed Choctaw ballerina, at an Oklahoma City Symphony rehearsal in November 1967. *The Oklahoman Archives.*

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when Union troops occupied the Cherokee and Creek Nations, an influx of refugees exasperated an already troubling food shortage within the Choctaw Nation. The Nation quickly became insolvent without annuity payments from the U.S. government.

When the Choctaws finally sought a peace treaty with the U.S., along with 13 other tribes, the tribes were forced to free their slaves and include the freedmen as members of the tribe. In addition, the U.S. secured rights of way for railroads across Indian Territory and reinstated the annuity payments. With these monies again flowing, the wartime problems in the Nation promptly abated.

“The incorporation of tribal citizenship and the merging of tribal history into the composite life of the state of Oklahoma may be said to have ended the separate history of this gifted people.”
(Debo, p. xii)



Major General LaRita Bly Aragon, of Choctaw and Cherokee descent. Aragon is the first female general of Native American descent in the U.S. military and the first female to command a state Air National Guard unit. *Courtesy Oklahoma State University Library, Special Collections and University Archives.*

Activities:

- 1) Using an online mapping program, find out how long it would take to travel by car from Natchez, Mississippi, to Hugo, Oklahoma. How many miles does the trip cover? Then figure out how many hours it would take to travel the same distance by foot, as for a typical Choctaw Indian (assume they traveled one mile every 30 minutes given the rough terrain and weight of their possessions).
- 2) As a result of the Civil War and the Peace Treaty of 1866, slaves that formerly belonged to Indians were given the opportunity to become members of the tribes. Research the lives of these slaves through Project Gutenberg at www.gutenberg.org/etext/20785. What was life like for slaves in Indian Territory? Now write a narrative from the perspective of the freed slaves about the impact of the Civil War.

Activity #1: There are 373 miles between Natchez and Hugo. Based on a walking speed of 2 miles per hour, it would take 186.5 hours to walk between the two.

Activity #2: Students should begin by reading black Indian slave narratives at www.african-nativeamerican.com/estelusti.htm, particularly the narrative of Mary Grayson. Students should mention differences between pre- and post-war life. Any discussion of pre-war life should include some reference to the treatment of slaves—especially distinctions

between treatment in Indian Territory as opposed to the Deep South or elsewhere—as well as a description of the relationship between slaves and masters. The discussion of changes may be more varied in content, as example dictates, to include things such as relocations and family separations, working conditions or the immigration of Deep South freedmen into Indian Territory.

Answers developed by Courtney Baker and Cordon DeKock

And Still the Waters Run: The Betrayal of the Five Civilized Tribes

The purpose of Angie Debo's work "And Still the Waters Run: The Betrayal of the Five Civilized Tribes" was to show how the Five Civilized Tribes were forced by invading whites, through treaty and coercion, into giving up their land, resources and sovereignty. The treaties made with the tribes were promised to last "as long as the waters run, as long as the grass grows." This promise was not kept. Debo's work detailing this story was finished in 1936. However, the University of Oklahoma Press refused to publish it unless it was changed. Debo refused. It was only in 1940 that Princeton University Press published her now classic book.

The forced Indian Removal began when Andrew Jackson became president. The Indian Removal Act of 1830 began the government's relocation of Native Americans across the Mississippi. They were moved to modern day Oklahoma. As a punishment for siding with the Confederacy during the Civil War, they then lost the western half of today's Oklahoma.

Before whites arrived in America, Indians shared land among everyone in the tribe. This concept caused many problems for whites when they sought trade agreements, purchases of Indian land and the rights to minerals in Indian Territory. In 1893, President Grover Cleveland appointed Henry Dawes to a commission whose purpose was to convince the Five Civilized Tribes to agree to renounce their tribal ownership of land and adopt an individual allotment system. As a result, whites could now purchase land from individual Indians instead of having to broker deals with an entire tribe. Although Indians received money for their land, they were essentially giving back all of what the white man had given them when they were moved to Oklahoma. That led to more white settlements.



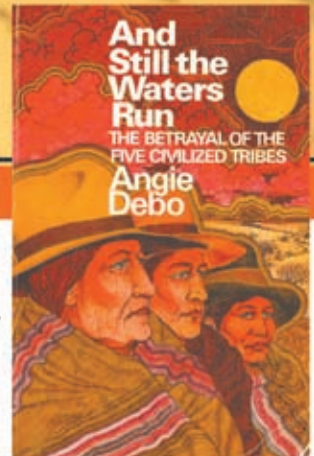
Cherokee Chief Wilma Mankiller, 1986. Courtesy Special Collections and University Archives, OSU.

Debo, Angie. *And Still the Waters Run: The Betrayal of the Five Civilized Tribes*. Princeton: Princeton University Press, 1940.

The Curtis Act of 1898 dissolved what little power Indian nations had and subjected all people in the territory to federal law. The Curtis Act was drafted by Kansas senator Charles Curtis, a mixed blood Kansa Indian. Although Curtis was the original drafter, Congress made several changes to the document to effectively strip most of the Indians rights away. The end result was bitterly ironic, for an Indian had thus drafted the legislation that led to the end of Indian sovereignty.



Geronimo in his favorite bonnet. Courtesy Research Division, Oklahoma Historical Society, W.P. Campbell Collection.



Courtesy Princeton University Press. ©1940 by Princeton University Press; Copyright ©renewed 1968 by Princeton University Press; New material copyright ©1972 by Princeton University Press.

“The age of military conquest was succeeded by the age of economic absorption, when the long rifle of the frontiersman was displaced by the legislative enactment and court decree of the legal exploiter, and the lease, mortgage, and deed of the land shark.”

(Debo, p. ix)

Activities:

- 1) Develop a tri-fold handout that explains the "Trail of Tears." Create drawings and explain each with a caption.
- 2) Create a "spatial poem" dealing with the issues of Indian removal. Design a layout and background for the poem that reflects the intended effect on the viewers and readers.

Activity #1: The tri-fold handout should be created on standard size computer paper or other foldable material. All six sections of the tri-fold must be used, including a title section. Within the tri-fold, students should create at least three separate single paragraph boxes that tell the story of the Five Civilized Tribes' removal to the Indian Territory. Illustrations should be hand-drawn, and each illustration should have a one-sentence caption that relates to one of the three paragraphs. Students should use three or more sources, one of those being the online archives of *The Oklahoman* (accessible at <http://nie.newsok.com/archives>). Tell students: be creative!

Activity #2: A "spatial poem" should be constructed as follows: 1) Students should create a poem related to the Indian removal. 2) Students should plan a layout on poster board that the poem can be written over. 3) Students should use paint, cutouts, markers or any other art resources to place the design onto the poster board. An example of this would be laying out the words in the shape of a map showing the routes of Indian removal, or the face of an Indian man. Students can work alone or in groups. The purpose of this is to emotionally connect the viewers with the plight of the Indian people. Creativity is key!



Debo, Angie. The WPA Guide to 1930s Oklahoma; with a restored essay by Angie Debo. Lawrence, KS: University Press of Kansas. 1986.

Oklahoma: A Guide to the Sooner State

In 1935, the Federal Writers Project was formed as part of the Works Progress Administration, creating jobs for writers, artists and others who lost their jobs during the Great Depression.

Depression. An important focus of the project was to produce the American Guide series to document the history, culture, geography and attractions of each state. Angie Debo served as one of the first directors of the Oklahoma section of the Federal Writers Project, supervising more than



"The Wedding Cake" (Black Mesa). Courtesy
Kenton Museum.

According to "The WPA Guide to 1930s Oklahoma," the shape of Oklahoma is commonly described as a butcher's cleaver. The highest point in Oklahoma can be found at Black Mesa, reaching 4,978 feet above sea level. **Clue #1: Near what town is Oklahoma's lowest elevation?** The state also had a wide range of wild game, including coyotes, cottontails, otters and foxes. **Clue #2: What is the state reptile commonly known as?** Debo was very knowledgeable in Oklahoma's history. According to the guide, Oklahoma once was home to six prehistoric cultures. The last of the six is the Moundbuilder culture. The remains of this culture can still be seen in eastern Oklahoma. **Clue #3: In what Oklahoma town have many of these artifacts been found?** The Spanish were the first recorded foreign explorers of Oklahoma. As described in the guide, the Spanish reported finding "poor Indians" and "crooked back cows" (buffalo). **Clue #4: Oklahoma's recorded history began in 1541 by what Spanish explorer?**

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After 1890, a map of Oklahoma showed "two territories": the Indian Territory with a population of about 178,000, and the Oklahoma Territory, with a population of about 62,000. **Clue #5: Oklahoma's first territorial capital was Guthrie. What is the state's current capital city?** Oklahoma's name is derived from two Choctaw words that translate literally to "Red People." **Clue #6: "Okla" in the Choctaw language means "people." What word means "red"?** In the guide, she explains the varieties of Oklahoma sports and recreation. The state offers stocked ponds and streams for fishing and miles of woods and pastured areas for bird hunters. **Clue #7: Which animal once flourished but was driven away by white settlers, and is now beginning to make a comeback in southeastern states?** At the time, football and basketball were described as being very popular in high schools. **Clue #8: Oklahoma was the first state to**

have a Boy Scout troop.
In which town was it
started?

“Deep in their soul is the haunting memory of the free, wild spaces, [and] the never forgotten thrill of taming the last frontier.” (Debo, p. 35)

(Debo, p. 35)

Activities:

Fill in the clues
contained in the text
above to find out what
Angie Debo loved.

[illegible]

Activity #1:

Clue #1: Idabel

Clue #2: Mountain Boomer

Clue #3: Spiro

Clue #4: Coronado

Clue #5: Oklahoma City

Clue #6: Humma

Clue #7: Black Bear

Clue #8: Pawhuska

The grid reveals that Angie Debo loved Oklahoma.

The Road to Disappearance: A History of the Creek Indians

The Muscogee (Creek) Indians are as diverse geographically as they are in culture, as described in "The Road to Disappearance: A History of the Creek Indians." The Creeks are originally from what is now the southeastern U.S. They gained cultural diversity from the fact that they assimilated with many of the different tribes in and around their territory. The Muscogee (Creek) Nation is



Home of Creek Chief Samuel Checote, Okmulgee, Indian Territory, 1879. *Courtesy Research Division, Oklahoma Historical Society, Dr. C.W. Kirk Collection.*

now headquartered in Okmulgee. The Creeks arrived on a resourcefully rich but undeveloped western frontier. Their usual habit of establishing houses along the banks was quickly realized to be a treacherous mistake due to the climate. Initially they had to rely on traditional

hunting methods to procure meat, but they eventually acquired guns and ammunition. The Creeks made use of the abundance of wild game in their new frontier. Trading posts were established across the Creek Nation, and the trade relied mostly on the rivers as a means for transporting goods.

The daily life of the Creeks was a community experience that involved many activities that were not so different from life elsewhere.

Because Creek culture emphasized the importance of the community, every clan member worked together to keep a hefty supply of food inside a large public storehouse. Each family, however, stored food from individual plots. After each harvest of corn,

“It must be counted to the success of the white man’s tortuous diplomacy that it was only a minority faction of a distracted and weakened people that set itself to check the growing power of the young Republic.” (Debo, p. 79)

Debo, Angie. *The Road to Disappearance: A History of the Creek Indians*. Norman: University of Oklahoma Press, 1941.

the Creeks held a great festival in which celebration of the harvest took place, and still does today.

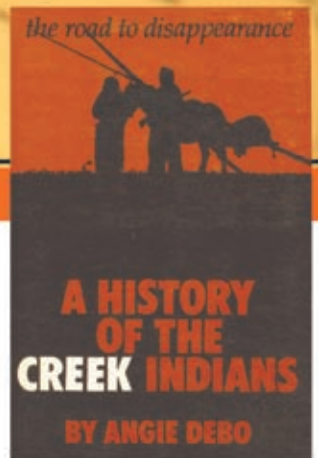
Following significant efforts by the U.S. to remove tribes from their traditional lands, a Shawnee named Tecumseh created a pan-Indian coalition and convinced Creek military leader Menawa to join. At this point, the Creek Confederacy was torn apart by those who wanted to avoid war and punish the hostiles, and those who wanted to destroy the white man’s influence on tribal

life and attack settlers. With help from Menawa, the Red Sticks coordinated their first attack against Fort Mims, which resulted in hundreds of casualties. In response, forces from Tennessee and Georgia, joined by some Cherokees and Choctaws, invaded. In the peace treaty that followed, the Creeks were forced to forfeit 22 million acres of their land, devastating their way of life.

Activities:

1) Prepare a timeline of Creek history up to the Civil War, including significant events like the Red Stick War and the removal process. Include illustrations of major Creek figures in the timeline.

2) Based on individual research, write two diary entries. One should be about a typical day from the view of a white man’s slave. The second should be from the view of a slave owned by an Indian. Be sure to address differences in how each would have been treated and provided for in terms of meals, housing and other things.



Courtesy University of Oklahoma Press



Creek Nation’s Last Election in Concharly Town; F.B. Severs, clerk; circa 1897. *Courtesy Oklahoma Historical Society.*

Activity #1: Resources for students to use in this activity include the Muscogee (Creek) Nation history at www.muscogeenation-nsn.gov/index.php?option=com_content&view=article&id=10&Itemid=12 and <http://ngeorgia.com/history/creekhistory.html>. Some of the highlights that student timelines must include are: formation of the Creek Confederacy (1500s), the Red Stick War (1813-14), the removal treaty (1832), adoption of the Muscogee Constitution (1867), the Dawes Commission (circa 1890s), and the first freely elected principal chief (1971). Illustrations

of major Creek figures that students may wish to include are Chief McIntosh, Menawa and Opothle Yahola. Important non-Creek figures are Shawnee leader Tecumseh and U.S. President Andrew Jackson.

Activity #2: The Project Gutenberg website at www.gutenberg.org/etext/20785 has Oklahoma slave narratives that can be downloaded. Others are available at www.georgiaencyclopedia.org. Students should feel free to get creative in writing their diary entries, including writing in the

dialect with which they may have talked, and crumpling the paper to make it look old and worn. Following are some of the major differences that students should find between the two.

White Man's Slaves

- Often beaten to ensure maximum work was accomplished in a given day.
- Had no means of overcoming slavery; no way of becoming free except to escape.
- Treated as second-class citizens; not equal to the social class of the white man.
- Virtually no free time.
- Primarily manual labor, especially for male slaves

Indian Owned Slaves

- Given a predetermined amount of work and the remainder of time was theirs to do with as they desired.
- Many slaves used their free time so efficiently they were able to purchase their freedom.
- Work commonly included accompanying the slave's Indian owner when they went to barter with horse trader to enable easier verbal communication.



Angie Debo and an unidentified man at an OU Press exhibit booth, 1970. ©Ed Lacey, Jr. Indianapolis, Indiana; Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.



Gov. Henry Bellmon presenting the American Historical Association's Award for Scholarly Distinction to Angie Debo, January 1988. Debo was the first woman to win this award.



Angie Debo in costume and Dr. Blue Clark on Debo's front porch during "Prairie City Days," 1977.



Angie Debo in her study, in front of her bookshelf, 1970.



Angie Debo in a covered wagon at the Prairie City parade, Marshall, Okla., 1970.



Angie Debo in Canyon, Texas, 1946.



Angie and her husband, Debo, students.

Unless otherwise noted, all photos courtesy The Angie Debo Papers.



Angie Debo posed by a Honda motorcycle, 1971.



Angie Debo and Forrest Gerard sign a petition sponsored by the Association on American Indian Affairs (AAIA), New York, 1961. Working with the AAIA, Debo helped the Alaska Native Claims Settlement Act pass Congress in 1971.



Roscoe Rouse and Angie Debo, circa 1980s. Written on the back of the photograph: "She is presenting the manuscript of *And Still the Waters Flow* to the OSU Library—not to be read until her death."



brother Edwin
to portrait, 1900.



Gov. George Nigh and Angie Debo at the Portrait Dedication Ceremony, 1985.

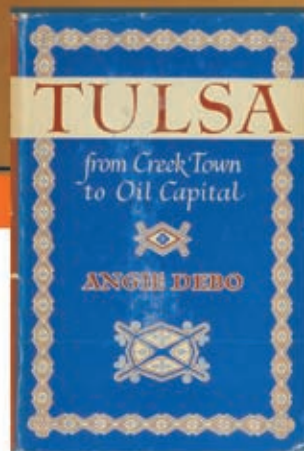


Angie Debo thanks Marshall residents for the town's "Miss Angie Night," 1958. *The Oklahoman Archives*.



Angie Debo and Nina Belle Hurst Nichols, posed in front of the Edmon Low Library at OSU, 1953.

Collection # 1988-013, Special Collections and University Archives, OSU Libraries.



Courtesy University of Oklahoma Press

Debo, Angie. *Tulsa: From Creek Town to Oil Capital*. Norman: University of Oklahoma Press, 1943.

Tulsa: from Creek Town to Oil Capital

Angie Debo's "Tulsa: from Creek Town to Oil Capital" captures the history of Tulsa's progressive and regressive transformations toward the city as we know it today. The journey begins with the settlement of the Creek Indians on the lands that are now present-day Tulsa. The book contains valuable insight on Indian-white collaborations throughout a period of vast industrial innovations and conflict that have produced modern day Tulsa.

The Civil War uprooted many of the Creek Indians from their homes in the Indian Territory. When the Civil War ended, the Creek Indians returned to their settlements. However, their homes had been abandoned for a fair amount of time, which caused their buildings to be dilapidated and their fields overgrown. The Creeks began to rebuild their homes, hoping to make a transition back into everyday life. This resettlement of the Creeks built a strong foundation for a series of economic revolutions.



"Gushers" were common among oil wells in early Oklahoma, such as the Oklahoma City well pictured here that blew out on March 26, 1930. *The Oklahoman Archives*.

The first sign of Tulsa playing a major role in the oil industry took place in 1908. The Oil Investor's Journal of

Beaumont, Texas, established a branch there, and moved their main offices to Tulsa in 1910. They had so much oil that the pipelines could not handle it all, and the company had to put 39 million barrels of oil in storage by 1915. About a year

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“ Thus steady, alert, and undismayed the city goes out to meet the future, confident that the light that strikes its shinning towers still comes from a rising sun. ”

(Debo, p. 118)

later, Joshua S. Cosden opened the largest independent refinery at that time in Tulsa. By the 1930s, the oil wells in Tulsa started to run dry. Tulsa's population also slowed. This was the start of the Great Depression. Things started turning around in the 1940s for Tulsa, as war industries brought new plants and companies opened and employment rates rose.



Tulsa, circa 1935. *The Oklahoman Archives*.

Activities:

1) Respond to the following questions or statements like a scavenger hunt, using independent research to locate facts, pictures or other information about each item. Ready? Go!

- Identify the major natural resource of Tulsa during the early 1900s.
- Find a picture of Benjamin Perryman and indicate what tribe he was affiliated with.
- What major event caused problems in Tulsa in 1929?
- Where did the Creek Indians originally live before they moved to the land we now know as Tulsa?
- What caused social unrest in Tulsa during 1921?
- How were Creek Indians involved in the Civil War?
- In what year did the Creek Indians settle in the Indian Territory?
- How did the Land Run affect Tulsa and the Indians who lived in the area?
- Provide a picture of Opothle Yahola. Who was he?
- In what way did the Creek Indians, residing in the land we know today as Tulsa, have their own form of government?

Activity #1:

- Oil.
- A picture can be found at <http://digital.library.okstate.edu/chronicles/v015/v015p166.html>. He was a Creek Indian.
- The Great Depression.
- Georgia and Alabama.
- Tulsa Race Riots.

f) The Creek Indians had a pact with the U.S. that brought them into the Civil War. The Creek Indians were famous for never breaking their promises, and most of them joined the Union Army voluntarily.

g) 1828; answers could vary slightly depending on the research source.

h) The land runs caused the Tulsa population to increase tremendously and uprooted many of the Creek Indians from

their lands. The Creek Indians were then allotted smaller portions of land while the white men of the land runs took the rest.

i) A picture can be found at <http://digital.library.okstate.edu/encyclopedia/entries/O/OP003.html>. He was a Creek Indian chief who was one the most prominent Creek statesmen. Yahola was a highly regarded speaker and leader for the Creek Nation.

j) Even though the Creek Indians struggled with the “white man’s” forms of government and ways of life, they still kept strong bonds to their existing lifestyle. The Creek Indians were reluctant to conform, and kept their own forms of government within their settlements. There was a principle chief and another chief elected by male voters. There were two legislative houses – the House of Warriors and the House of Kings. They held their elections under a large Oak in Tulsa that were overseen by the most literate Creek, a designated clerk. The Creeks strived to keep their sovereignty, and eventually adopted a constitution similar to that of the U.S.

Prairie City: The Story of an American Community

Angie Debo's "Prairie City" is the history of a fictional, representative Oklahoma town. Using historical facts, figures and firsthand stories, Debo tells the story of Prairie City, which is closely modeled after her hometown of Marshall, to define the history of a prairie town from the land run of 1889 until the book was published in 1944. Angie Debo outlines the lives of the pioneers on the prairie in their struggles to form a government and adapt to the coming of the railroad, the oil boom, the uprising of the Ku Klux Klan, two world wars and the Great Depression.



"Dugout" home, wood frame and shingled roof, no date. Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.

For the first year of its existence, the Oklahoma Territory had no legal government. Guthrie was chosen to be the first capital of the Oklahoma Territory, and also went on to become the first state capital in 1907. The territory was broken down into townships, which served as the most local form of government. The citizens of the territory were active in politics, although the territorial governments had no say in national politics.

In the spring of 1902, "Prairie City" was buzzing with talk about the railroad coming through town. Many towns in the territory lived and died by the railroad because of the conveniences it brought to everyday life. The citizens had serious transportation problems, as they had to take their products miles away to sell in the closest market, and the trip often damaged their cargo. The railroad helped solve this problem, as farmers could take the train and get to the markets faster and without damaging their goods. The economy of Prairie City started to boom when the thought of the railroad became a reality. Living conveniences

Debo, Angie. *Prairie City: The Story of an American Community*. Norman: University of Oklahoma Press, 1944.

multiplied as a result of the prospective railroad. Not everyone was happy about the railroad coming through though, because the tracks cut through people's farms against their will. Other citizens said that was "just the price of the railroad." When the railroad came within sight, most would drop what they were doing to watch the railroad inch closer to town, their cheers and whistles drowning out the sound of the steam engine.



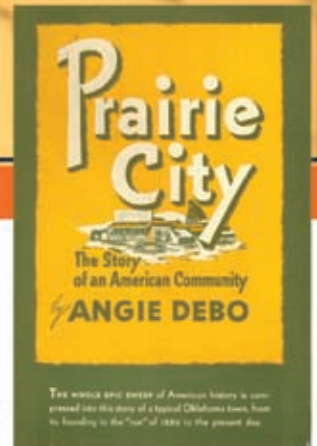
Debo family house in Marshall, no date. Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.

“Always they felt the white light of history converging upon their everyday acts. Consciously they adopted Oklahoma slang, Oklahoma folk sayings, Oklahoma ways of doing things as an esoteric ritual showing that they were the initiate, they knew the password. If a traveling photographer came through the country, they denied themselves food to buy pictures of their dug-outs or their sod schoolhouses, confident that these photographs belonged to the unrolling ages.”

(Debo, p. 23)

Activities:

- 1) Research the Ku Klux Klan's presence and involvement in early Oklahoma history to determine if and how the Klan influenced politics, business, churches, communities, etc., and make a creative presentation of the findings in a non-essay format.
- 2) With guidance from your teacher, form a government within the classroom, much as the settlers did in the territory for themselves before a territorial government was established. Make decisions regarding classroom equivalents of roads, jails, schools, taxes and other facets of daily life.



Courtesy University of Oklahoma Press

Activity #1: Students should visit the Encyclopedia of Oklahoma History and Culture at <http://digital.library.okstate.edu/encyclopedia>, *The Oklahoman* archives (accessible at <http://nie.newsok.com/archives>) and use other resources to research the presence of the Ku Klux Klan. Presentations will vary.

Activity #2: The teacher should serve as the president in this activity. Students should first discuss whether girls should be allowed to vote in this government system, and then the class should hold a vote to elect a governor. The

class should also be divided into two "towns," each of which should elect a mayor. The students in each town should vote on some rules applicable to the groups, while all students should vote on other laws that are applicable to the whole classroom. The governor and mayors are responsible for carrying out those laws. Depending upon the size of the class, other positions may be created. This structure should be used in the classroom for a period of time, possibly all year, to help students better understand and internalize the concepts and details of a government system.



Courtesy University of Oklahoma Press

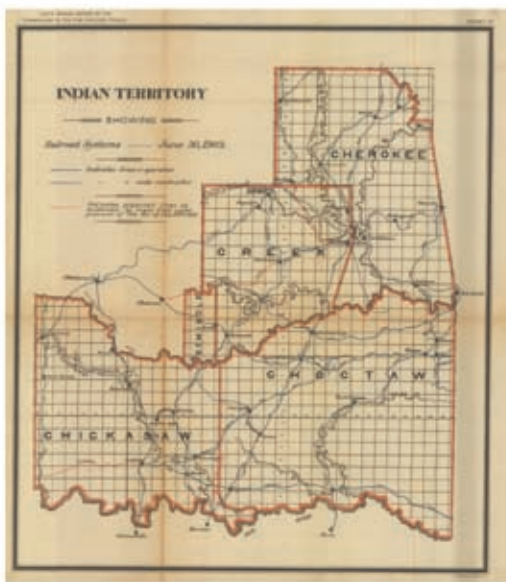
Oklahoma: Foot-Loose and Fancy-Free

Oklahoma through the eyes of an Oklahoman. That, more than anything, summarizes Angie Debo's "Oklahoma: Foot-Loose and Fancy-Free." While summarizing Oklahoma's multifaceted history, Debo simultaneously debunks stereotypes held about the state and describes what the state and its people are truly like.

Angie Debo emphasized the importance of exploring Oklahoma's past. One historical point she spends a great deal of time on was the resettlement of Native Americans. This history began with Spanish exploration and continued through the removal act, the Trail of Tears, the Civil War and the opening of the territory to white settlement in 1889. While it's clear that Debo thought this eventual white settlement led to the fabled frontier, she was not without sympathy for the Native Americans. She called the Trail of Tears "one of the most tragic episodes in American history."

In debunking stereotypes about the state, Debo addresses a question that was, and sometimes still is, asked by people with limited knowledge of Oklahoma: "Where can one see Indians?" She specifically points out that even though Oklahoma has one of the highest percentages of Native Americans, they are

Debo, Angie. *Oklahoma: Foot-Loose and Fancy-Free*. Norman: University of Oklahoma Press, 1949.



Indian Territory showing railroad systems, June 30, 1903. Courtesy McCasland Digital Collection of Early Oklahoma & Indian Territory Maps, Oklahoma State University Library. <http://okmaps.library.okstate.edu>.

not necessarily identifiable as such in daily life, and their cultures have far from disappeared. Still today, various tribal powwows are opened to the public. Debo had both optimistic and pessimistic views on Oklahoma's education and "tomorrow's Oklahomans." She believed that Oklahomans did believe in schools,

but not their scholarship. To be more specific, Debo recognized that Oklahoma has very bright and talented individuals, but she felt the school systems did not always cultivate their futures because the schools were undervalued. Still, she makes clear her pride in the state colleges and wanted to see greater encouragement for more students to continue on to achieve a higher education.

“Oklahoma is more than just another state. It is a lens in which the long rays of time are focused into the brightest of light.” (Debo, p. vii)

Activities:

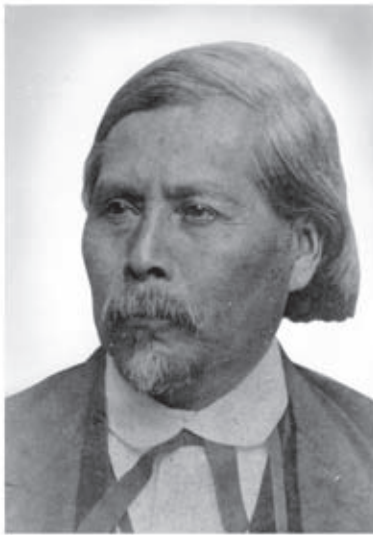
- 1) Angie Debo wrote extensively about Oklahoma's history, including the land run. In small groups, create a flyer for the 1889 land run. Take a specific point of view. For example, groups could represent a store owner trying to get business from people leaving to go to the land run, a Sooner who is trying to keep people away in order to have more land to himself, or a black seeking a place to establish a black town with its own local government.
- 2) It is individuals who shape the state of Oklahoma as a whole; any person can have an impact on all levels of government. Using the electronic edition of *The Oklahoman*, find examples of local, state and federal governments in action. Write about ways that an individual or groups of individuals could have an impact on those government actions.

Activity #1: Answers will vary. However, some basic concepts that students should address are: the profession they are writing their perspective from, a clear positive or negative view on the land runs, and the importance of the land runs in Oklahoma history and culture.

Activity #2: Answers will vary. All answers should include how any citizen can have an impact on the government. They should embody constitutional ideas on both the state and federal levels.

A History of the Indians of the United States

In 1492, Columbus discovered this land for Europeans. The Native Americans welcomed him to the land, not knowing that this would be their downfall. Treaties were signed and violated. Eventually, Native Americans assumed their present locations in the several states, especially Oklahoma, where they began to rebuild their nations within the context of today's United States, as Debo recounts in "A History of the Indians of the United States."



Creek Chief Samuel Checote, March 1872. Courtesy Research Division, Oklahoma Historical Society, Alice Robertson Collection, photographer: Reichman & Seibert, Washington D.C.

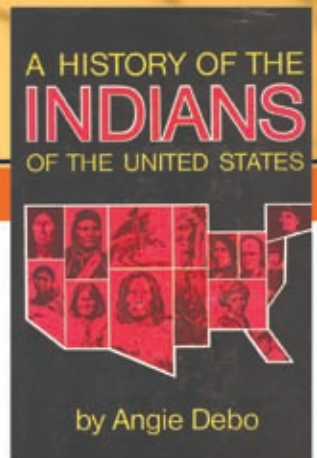
As Indian Territory was created, it required several tribes to move from their original lands to what would later become Oklahoma. The Creeks, Cherokees and Seminoles all suffered major population losses on the long journey. The tribes received several promises of land and aid by the U.S. government after reaching Indian Territory. In 1870, the federal government called a council of tribes to meet in Okmulgee to discuss their self-governance of Indian Territory. As the tribes met they spoke through translators and adopted resolutions of friendship with the plains tribes that also were displaced by the U.S. government.

The tribes built a friendship that would stand against the bills of any

territorial government or railroad that came through the territory without their permission. Having built relationships and established a written constitution, the tribes were certain they would have the right to self governance as promised.

Commissioner Edward P. Smith was the government representative appointed to oversee the tribes' progress. He knew the tribes had drafted a

Debo, Angie. *A History of the Indians of the United States*. Norman: University of Oklahoma Press, 1970.



Courtesy University of Oklahoma Press



constitution but sent a memo to Congress that the tribes had failed and that the federal government would have to oversee Indian Territory. Commissioner Smith's report stalled any future meetings of the council and the funds for the tribes to meet were no longer provided by the government.

Angie Debo, at an Association on American Indian Affairs meeting, 1961. ©Theodore Hetzel, Haverford, Penna; Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.

“ They (Native Americans) were a people beginning with beliefs, ornament, language, fables, love of children and a scheme of life that worked. ”

(Debo, p. 4)

Activities:

- 1) Create a short publication or presentation about the historical battles between Native Americans and whites and their implications for the tribes.
- 2) Native Americans relied on fur trades and annuities to survive. Discuss as a class or write individual research papers on why Native Americans received annuities.

Activity #1: Students should research Angie Debo's books as well as outside material for the significance of various historical battles. A useful timeline of battles is available at www.U-S-history.com/pages/h1008.html. Students should recognize important individual battles and the general significance of the sum of the battles, as described here. Long before European people had arrived in North America, the Native Americans had lived on the land for thousands of years. Native Americans had love for the land, which the "white man" did not understand. When the

white man first arrived, the Native Americans gave them some land, but the white man wanted more and more. What started the battles was the collective body of the white man trying to take over all the land and sending the Native Americans to reservations of their choice. Poignant battles include the Battle of Sand Creek and the Destruction of Black Kettle's Village.

Activity #2: Students should be able to grasp from this discussion or paper what annuities are and why the U.S.

government had to pay annuities to Native Americans. One useful online resource is <http://immediateannuities.com/annuitymuseum/annuitiesforamericanindians>. Annuities are a sum of money or trinkets that were promised to the Native Americans for their land by the U.S. government. When Native Americans lost their land to the U.S. government, annuities played a significant role in their survival.

Note:

In the quote on this page of the student supplement from "A History of the Indians of the United States," Angie Debo is quoting Steven Saint Vincent Benét's poem from "Western Star," published in 1943 by Holt, Rinehart & Winston, Inc. The quote in its original format reads:

They were a people beginning-
 With beliefs,
Ornament, language, fables, love of children
(You will find that spoken in all of the books)
And a scheme of life that worked.

By Angie Debo



Debo, Angie. *Geronimo: The Man, His Time, His Place*. Norman: University of Oklahoma Press, 1976.

Courtesy University of Oklahoma Press

Geronimo: The Man, His Time, His Place

Geronimo's life began with his birth in a place called the No-doyon Canyon. This canyon was located in what is now southeastern Arizona and part of Mexico. Both of the parents of Geronimo, whose given name was Goyahkla, were full-blooded Apache Indians. Troubles for the Apaches began when the first mining development started near Santa Rita and white miners moved into the Indian Territory there. The miners were a rough crowd who also encouraged Mexican nationals to join them; Native Americans and Mexican nationals also did not get along from the beginning.



Geronimo (right) in 1886 standing with other Apache warriors. *Courtesy Fort Sill National Historic Landmark Museum.*

The book "Geronimo details many of the Apache hero's raids – those that were successful, as well as those that were not. During one particular unsuccessful raid, the Apaches themselves were attacked and Geronimo's wife and children were killed along with many others. During successful raids, Geronimo and his followers would take belongings such as weapons, livestock, food and personal items.

Geronimo and his band ended up being taken prisoner and taken to Fort Pickens in Pensacola, Florida. There, they were forced to do manual labor in a prison that hadn't been used since the Civil War. After some time they were moved to the Mount Vernon Barracks. Many died there due to illness and disease. Those that survived encountered two teachers sent to school Apache children. Geronimo was said to be in much favor of learning the "white man's" ways based on the



"The historical old Apache." This picture is of Geronimo at seventy-six years old, right before the inaugural parade of President Theodore Roosevelt. Courtesy Wikimedia; Northwestern University Library, "The North American Indian": the Photographic Images, 2001.

knowledge he had obtained about cattle ranching. Geronimo was yet relocated again – this time to Fort Sill in Oklahoma. Unlike at other prisons, they were allowed to have a cattle herd while they were held there. Still, although they were allowed to be outside and look at the sky and have what the soldiers called freedom, they wanted to go home.

During his later years following his time in the prisons, Geronimo attended many events, such as the opening of a new Indian school in Anadarko, Oklahoma, and various parades and town gatherings. One of Geronimo's most well known appearances occurred at the inaugural parade of President Theodore Roosevelt.

“A lesser man could not have written his name so boldly on the history of the Southwest.” (Debo, p. xi)

Activities:

1) Go to www.fortstillapache.com. Click on "About the tribe" and then "Historical territory." Use the information here to answer and discuss the following questions.

- When were the Apaches taken prisoners of war?
- When they were taken as prisoners, how much land did they have?
- What was the name of the Apache tribe whose land was taken?
- After two hundred years, how much land was returned to these Apaches?
- Did any other Indians receive treatment like this particular group of Apache Indians?
- Do you think this was fair treatment to the Indians? Why or why not?

2) Watch the video about Geronimo at <http://ndepth.newsok.com/geronimo>. Discuss as a class the controversy over Geronimo and how he went from a subject of pursuit by the U.S. Army to an honored figure at a presidential inauguration.

Activity #1:

- a) 1886
- b) 15 million acres
- c) Chiriahua
- d) 4 acres
- e) No
- f) Discuss with the class why this treatment was unprovoked and unfair.

Activity #2: When Geronimo was taken prisoner, he signed a treaty stating that there would be no more war and that he would lay down his weapons. After Geronimo was taken from the prison and released, he became increasingly famous. He sold a lot of his personal belongings to people who wanted them merely for souvenirs. He also was asked if he would like to attend the 1904 World's Fair in St. Louis, Missouri. He was very reluctant to attend, but was persuaded by President Theodore Roosevelt. Many disliked Roosevelt's attempt to include the Indians, but Geronimo attended the fair. To his surprise, he enjoyed it very much. He rode a Ferris wheel for the first time along with many other experiences. The idea behind doing these things was to make the public understand that Geronimo wasn't a blood-thirsty savage, but indeed a human being. Later, Geronimo stated that he enjoyed the publicity and was honored to attend these events.

Five Civilized Tribes of Oklahoma: Report on Social and Economic Conditions

Angie Debo touches on the importance of agricultural teachings throughout the Indian Territory. In "Five Civilized Tribes of Oklahoma: Report on Social and Economic Conditions," she talks about farm management teams that were developed as well as the importance of the Oklahoma Indian Welfare Act. Through the 1930s and 1940s, the book discusses the different opportunities as well as developmental strategies that aided in the rehabilitation of the Five Civilized Tribes of Oklahoma (Cherokee, Chickasaw, Choctaw, Creek and Seminole).

In 1937, Oklahoma A&M graduate Herbert Kinnard traveled to Stilwell to begin the rehabilitation of the Cherokee crop production. Debo thoroughly highlights the importance of his positive presence to the Indians. He was a vital key for receiving the welfare benefits that the Cherokees were to be provided. The allotted land to the tribe was in the "flint hills" made up of rocky terrain. Kinnard's experience proved that strawberries would succeed because of their unique soil requirements. This decision proved to be very beneficial for the Cherokees and strawberries have been a long-standing crop in the area since 1938. In the eight years that Kinnard helped the tribe, the land value increased 600 percent per acre.

Agriculture was not the only means of economic growth in 1938. William A. Ames became an instructor at the Sequoyah School. There he taught the Indians to make textiles. His efforts influenced four of his original students to continue through a four-year course of learning about textiles and to found the Sequoyah Indian Weavers Association. Ames' efforts are credited to the development of factories and trade production in the area.



Grace Myson, who is a teacher at the Sequoyah School, learns weaving in a special night course conducted for interested employees, in 1949. *Courtesy U.S. Indian Service, Office of Indian Affairs, Department of the Interior.*

Debo, Angie. Five Civilized Tribes of Oklahoma: Report on Social and Economic Conditions. Philadelphia: Indian Rights Association, 1951.

Beginning with a 1943 state competition, the state of Oklahoma went on to become the national host for pasture and range judging in 1951. This competition was first called a "soil rodeo," where individuals would test and judge the soil quality of areas across the state. The purpose of the rodeo was to assess the value of the soil and land area. Debo highlights this event to emphasize the importance of farming and land value in the Indian Territory during the 1940s and '50s.



Courtesy Indian Rights Association Collection, Historical Society of Pennsylvania

“...migrating to that distant region is as foreign to their experience as it would be for a white Oklahoma farmer to settle among the Eskimos.” (Debo, p. 5)



Farmers participating in a soil rodeo held at Holdenville, Oklahoma, 1947. *Courtesy The Angie Debo Papers, Collection # 1988-013, Special Collections and University Archives, OSU Libraries.*

Activities:

- 1) The Five Civilized Tribes achieved great economic growth when they were introduced to the textile industry. One method of creating textiles is weaving. With guidance from a teacher, create a woven item and, while doing so, discuss the importance of weaving to the rehabilitation of the Five Civilized Tribes.
- 2) American Indian tribes continue to provide educational opportunities for both school-age students and adults. What types of Indian education are available? Why do you think these are valuable to tribal members?

Activity #1:

Materials needed

- 3-4 plastic straws (varies based on the desired width)
- Ball of yarn
- Masking tape
- Scissors
- Beads (optional)
- Large needle (optional)

General steps

- First tape the straws together on the ends of one side.
- Then start with the yarn at the top and weave over and

under each straw.

- Once you get to the end of the straw, pull each loop, starting at the bottom.

Resources

- Detailed instructions: www.needlepointers.com/displaypage.aspx?ArticleID=35738&URL=http%3a%2f%2fwww.kid-at-art.com%2fhtdoc%2flesson9.html
- Instructional video: www.needlepointers.com/displaypage.aspx?ArticleID=37116&URL=http%3a%2f%2fwww.wikihow.com%2fFinger-Weave

Note

- This activity can be part of a competition with who makes the most creative woven product.

Activity #2: The purpose of this activity is to help students understand the successes and continuously celebrated culture of American Indians despite their difficult history that students have just learned about. Student answers should include mention of the Bureau of Indian Education (www.bie.edu); the Riverside Indian School in Anadarko (www.ris.bia.edu); tribal colleges and universities (www.aihec.org); and Native language preservation (www.native-languages.org and individual tribe sites). These all represent ways that tribes and tribal members have held onto and helped to grow their rich cultures within their communities, and developed contributions to society at large.

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