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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 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.
**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.

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.

> 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.
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, 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)

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.
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.


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.

“...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.
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. 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 forty writers and editors who contributed to the Oklahoma guide.

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?

After 1890, a map of Oklahoma showed “twin 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?

**Activities:**

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


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)

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 her study, in front of her bookshelf, 1970.

Angie Debo in costume and Dr. Blue Clark on Deboe’s front porch during “Prairie City Days,” 1977.

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

Angie and her brother Edwin Debo, studio portrait, 1900.

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

Angie Debo in Canyon, Texas, 1946.

Angie Debo in costume and Dr. Blue Clark on Deboe’s front porch during “Prairie City Days,” 1977.

Unless otherwise noted, all photos courtesy The Angie Debo Papers,
Angie Debo thanks Marshall residents for the town’s “Miss Angie Night,” 1958. The Oklahoman Archives.


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.”

Angie and her brother Edwin Debo portrait, 1900.

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.

Angie Debo posed by a Honda motorcycle, 1971.

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.
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.

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 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.

“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.

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

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 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.

“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.
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 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.
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.”

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 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.
Geronimo: The Man, His Time, His Place

Geronimo’s life began with his birth in a place called the Nodoyon 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.

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 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.

Activities:
1) Go to www.fortsillapache.com. Click on “About the tribe” and then “Historical territory.” Use the information here to answer and discuss the following questions.
   a) When were the Apaches taken prisoners of war?
   b) When they were taken as prisoners, how much land did they have?
   c) What was the name of the Apache tribe whose land was taken?
   d) After two hundred years, how much land was returned to these Apaches?
   e) Did any other Indians receive treatment like this particular group of Apache Indians?
   f) 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.
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.

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.

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.


"...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)

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?
At Oklahoma State University, we place great value on the differences of our people. Diversity in action should empower individuals to think and act in ways that will embrace and promote a more inclusive world. At OSU, we advocate, embrace and put a premium on the importance of diversity and inclusiveness. Our goal is to maintain and enhance a university environment that is socially, culturally and globally competent, and that promotes a more inclusive world. This supplement is a tribute to those efforts.