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.
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.
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.
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.

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!


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)


Answers developed by Andrew Caldwell and Ryan Linden
Activity #1:

Clue #1: Idabel
Clue #2: Mountain Boomer
Clue #3: Spiro
Clue #4: Coronado

Activity #2:

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 Muskogee (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 Muskogee (Creek) Nation is
now headquartered in
Oklahoma.
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,
family

Activity #1: Resources for students to use in this
activity include the Muskogee (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 Muskogee 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.

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.

Unless otherwise noted, all photos courtesy The Angie Debo Papers.
Angie Debo posed by a Honda motorcycle. 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.”

Contextbrother Edwin

In portrait, 1960.


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.

**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.

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.

quote

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

(Debo, p. 118)

doublespace

**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 Yihola. 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?

doublespace

Activity #1:

a) Oil.

b) A picture can be found at http://digital.library.okstate.edu/chronicles/v015/v015p166.html. He was a Creek Indian.

c) The Great Depression.

d) Georgia and Alabama.

e) 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.
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.

Answers developed by Robert Lyle
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.
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. 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.


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.
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 Boyahla, 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 Apaches' 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 the 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://nddepth.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.

Answers developed by Jenna Dickison
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.

**Resources**
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.
Division of Institutional Diversity

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.

www.diversity.okstate.edu
408 Whitehurst
Stillwater OK 74078-1035
405.744.9154

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