

## GUIDED READING

### Oklahoma: Our History Our Home

#### Chapter 10: Rebuilding Indian Territory

##### Section 1 The Five Nations Start Over

Directions: Use the information from pages 240 - 245 to complete the following.

1. As difficult as the job of \_\_\_\_\_ was, each Indian nation set about \_\_\_\_\_ their burned houses, neglected fields, abandoned schools, destroyed towns, and crushed lives.
2. The \_\_\_\_\_ of the people proved stronger than the circumstances with which they had to deal.
3. The divided \_\_\_\_\_ of the Seminole continued in the Reconstruction years.
4. The government recognized \_\_\_\_\_ as chief, but the tribe soon \_\_\_\_\_ John Jumper to lead them.
5. Jumper resigned in 1877 to devote time to the \_\_\_\_\_; his son-in-law \_\_\_\_\_ was elected chief.
6. In spite of the differences, the Seminole organized a \_\_\_\_\_ with delegates from the fourteen bands or towns, including two bands for \_\_\_\_\_.
7. \_\_\_\_\_ was chosen as the \_\_\_\_\_ of the Seminole Nation, and a council house and capitol building were soon built.
8. Under Brown's leadership, the Seminole began to enjoy \_\_\_\_\_ and \_\_\_\_\_.
9. \_\_\_\_\_ led the Chickasaw tribe as its first \_\_\_\_\_ in 1856, an office he also held from 1860 to 1862 and from 1872 to 1874.
10. The Chickasaw very quickly turned their attention to \_\_\_\_\_ their \_\_\_\_\_ and to caring for the large number of \_\_\_\_\_.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

11. \_\_\_\_\_ were paid \$3 a month for each student in \_\_\_\_\_, but they had to buy supplies and books with part of their salary.
12. Classes were taught in \_\_\_\_\_, which forced the students to first learn English before other subjects could be studied.
13. The Chickasaw philosophy towards education was summed up later by a citizen who said, " \_\_\_\_\_, or we must \_\_\_\_\_."
14. Because of the inevitable \_\_\_\_\_ expansion, the \_\_\_\_\_ saw that they needed to change their tribal \_\_\_\_\_, which had been written for a pastoral society.
15. They wanted \_\_\_\_\_ that could better deal with the advances they believed were coming.
16. They recognized that the \_\_\_\_\_ would bring more \_\_\_\_\_ and \_\_\_\_\_ development.
17. The tribe \_\_\_\_\_ all of the Choctaw lands in common, although individuals owned their own \_\_\_\_\_ and improvements (fences, wells, barns) on the land.
18. Many Choctaw, especially the full bloods, lived in the country as \_\_\_\_\_ and \_\_\_\_\_.
19. Some \_\_\_\_\_ people coming into the area were employed as \_\_\_\_\_ farmers.
20. A \_\_\_\_\_ was a farmer who cleared the land and planted a crop, but who did not own the land.
21. The \_\_\_\_\_ had further divided the Upper and Lower Creek.
22. A new \_\_\_\_\_ written in 1867 aimed to \_\_\_\_\_ the two factions, but differences continued to arise for several years afterward.
23. Samuel Checote, a full-blood Lower Creek, was elected \_\_\_\_\_ in 1867.
24. Differences over the disbursement of government \_\_\_\_\_ and the defeat of Upper Creek Oktarharsars Harjo (also called \_\_\_\_\_) caused the Sands \_\_\_\_\_ of 1871.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

25. Harjo and three hundred followers occupied the \_\_\_\_\_ at Okmulgee, but Creek \_\_\_\_\_ (tribal policemen) and federal agents soon diffused the situation.
26. \_\_\_\_\_ and \_\_\_\_\_ were reopened in the Creek Nation.
27. \_\_\_\_\_ joined the other Indian people in rebuilding their \_\_\_\_\_ and \_\_\_\_\_ and rounding up their livestock.
28. Differences among the \_\_\_\_\_ tribal members were not completely erased by the treaty of 1866, but they were \_\_\_\_\_.
29. When \_\_\_\_\_ was elected principal \_\_\_\_\_ in 1867, the united tribe turned its attention to the common concern of dealing with the increasing pressure to open the territory to \_\_\_\_\_ settlement.
30. All \_\_\_\_\_ in the Cherokee Nation was held in common, although individuals owned \_\_\_\_\_.
31. There were basically three \_\_\_\_\_ of people in the tribe.
32. The \_\_\_\_\_ - bloods generally had small \_\_\_\_\_ and were \_\_\_\_\_ than the mixed- bloods.
33. The third class of people included the \_\_\_\_\_ laborers, who had to have permits to \_\_\_\_\_ in the Nation.
34. The Cherokee Nation had an excellent public \_\_\_\_\_ that included \_\_\_\_\_ (residential schools), an orphan asylum, a high school for blacks, and about one hundred primary schools.
35. Although the 1866 treaties had specified that tribal rights and benefits be granted to \_\_\_\_\_, it was not always an easy process.
36. A January 1866 report by \_\_\_\_\_, the commissioner of the bureau, noted that freedmen were considered \_\_\_\_\_ by the Creek and the Seminole.
37. The Cherokee, Chickasaw, and Choctaw nations were \_\_\_\_\_ in their feelings towards the African Americans.
38. \_\_\_\_\_ (separating groups by race) was common in the \_\_\_\_\_ states after the Civil War.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

39. In addition to having separate \_\_\_\_\_, many all-black towns were established.
40. All-black settlements provided \_\_\_\_\_, ready \_\_\_\_\_ for crops, and \_\_\_\_\_ assistance.
41. The U.S. government established Indian \_\_\_\_\_ in the 1800s to help the Plains Indians and others \_\_\_\_\_ (blend) into the American \_\_\_\_\_.
42. Students studied \_\_\_\_\_ subjects for half the day and \_\_\_\_\_ topics for the other half.
43. Boys usually studied \_\_\_\_\_, while girls learned \_\_\_\_\_ jobs.
44. \_\_\_\_\_ continued to work with schools as well as to organize churches in the Indian Territory.