

Name _____

Date _____

People, Places, and Things

Directions: Preview the terms, people, and places in Chapter 11 by matching the words on the right to their descriptions on the left. Write the letter of your answer in the space provided.

- | | |
|---|--------------------------|
| _____ 1. The act of Congress that created Oklahoma Territory | A. boomer |
| _____ 2. Name given to the land run | B. Elias C. Boudinot |
| _____ 3. Cherokee who openly promoted the unoccupied lands for settlement | C. Dawes Severalty Act |
| _____ 4. A person who settles on unoccupied land in order to get title to it | D. Frank Frantz |
| _____ 5. One who took part in the land giveaways of the late 1800s | E. Guthrie |
| _____ 6. The unrecognized territory set up in No Man's Land in 1887 | F. Harrison's Hoss Race |
| _____ 7. The capital of Oklahoma Territory | G. lottery |
| _____ 8. An Indiana Republican appointed the first territorial governor | H. normal school |
| _____ 9. A teacher-training institution | I. Oklahoma City |
| _____ 10. Law that dissolved tribal ownership of land | J. Organic Act |
| _____ 11. The last territorial governor | K. David L. Payne |
| _____ 12. A drawing | L. rider |
| _____ 13. A person who slipped past guards to get an early jump on the land rushes | M. segregation |
| _____ 14. Land taken from the Creek and Seminole but never used by other tribes | N. sooner |
| _____ 15. An addition to a piece of legislation | O. squatter |
| _____ 16. Separation of the races | P. George W. Steele |
| _____ 17. Kansas pioneer settler who led white settlers into central Indian Territory | Q. Territory of Cimarron |
| _____ 18. The Reverend James Murray may have been the first legal claimant in this town | R. Unassigned Lands |

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Map It! Oklahoma Cities

Directions: Locate the following Oklahoma cities and towns mentioned in Chapter 11 on the map below.

Kingfisher

Beaver

Woodward

Oklahoma City

Langston

Alva

Guthrie

Weatherford

Tonkawa

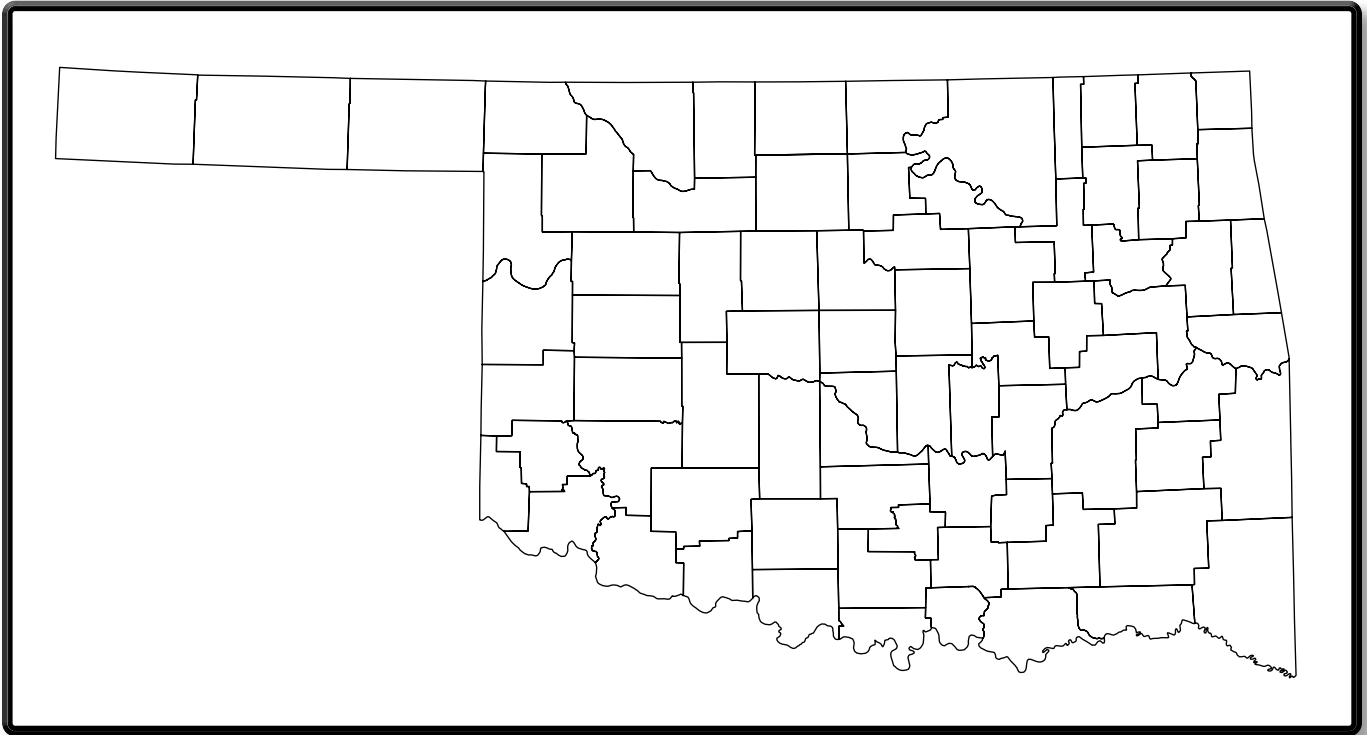
Stillwater

El Reno

Fort Sill

Watonga

Norman



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Primary Source Document 4: Excerpts from the Dawes Severalty Act

The Dawes Severalty Act set government policy toward the Indians until well into the twentieth century. Rather than allotting reservation land to tribal groups, the legislation allotted a set acreage to each individual household head. Authors of the legislation hoped to break tribal bonds and encourage Indians to settle in one place and become farmers—as white men were.

An Act to Provide for the Allotment of Lands in Severalty to Indians on the Various Reservations, and to Extend the Protection of the Laws of the United States and the Territories over the Indians, and for Other Purposes.

BE IT ENACTED... That... the President of the United States... is, authorized, whenever... any reservation... is advantageous for agricultural and grazing purposes,... to allot the lands in said reservation in severalty to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section;

To each single person over eighteen years of age, one-eighth of a section;

To each orphan child under eighteen years of age, one-eighth of a section; and

To each other single person under eighteen years... one-sixteenth of a section:...

SEC. 5. That... the United States does and will hold the land thus allotted, for the period of twenty-five years, in trust for the sole use and benefit of the Indian to whom such allotment shall have been made,... and that at the expiration of said period the United States will convey the same by patent to said Indian,... discharged of said trust and free of all charge or incumbrance whatsoever:... And provided further, That... all lands adapted to agriculture, with or without irrigation so sold or released to the United States by any Indian tribe shall be held by the United States for the sole purpose of securing homes to actual settlers....

SEC. 6. That... each and every member of the respective bands or tribes of Indians to whom allotments have been made shall have the benefit of and be subject to the laws, both civil and criminal, of the State or Territory in which they may reside; and no Territory shall pass or enforce any law denying any such Indian within its jurisdiction the equal protection of the law. And every Indian born within the territorial limits of the United States to whom allotments shall have been made... and every Indian... who has voluntarily taken up, ... his residence separate and apart from any tribe of Indians therein, and has adopted the habits of civilized life, is hereby declared to be a citizen of the United States, and is entitled to all the rights, privileges, and immunities of such citizens,...

SEC. 8. That the provisions of this act shall not extend to the territory occupied by the Cherokees, Creeks, Choctaws, Chickasaws, Seminoles, and Osage, Miamies and Peorias, and Sacs and Foxes, in the Indian Territory, nor to any of the reservations of the

Seneca Nation of New York Indians in the State of New York, nor to that strip of territory in the State of Nebraska adjoining the Sioux Nation on the south added by executive order....

Approved, February 8, 1887

Directions: After reading the excerpts, answer the question below.

What was the Dawes Severalty Act and what did it mean to the Indian tribes in Indian Territory?

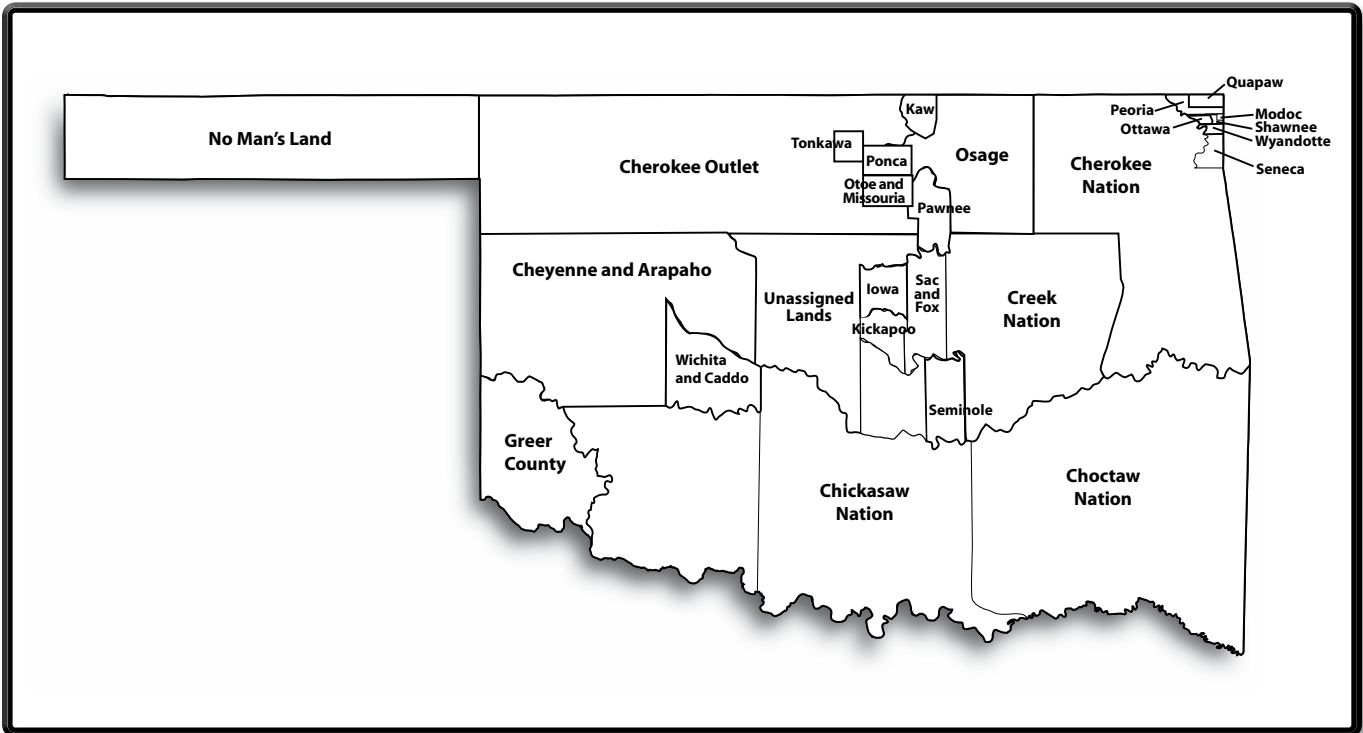
Name _____

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Land Openings, 1889-1906

Directions: Use the following color code to color in the land openings listed below.

- Red** Opened by land run
- Blue** Opened by lottery
- Green** Opened by Supreme Court decision
- Yellow** Opened by sealed bid





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Internet Activity—Sod Houses

Directions: Go to <http://nebraskastudies.org/1850-1874/the-challenges-of-the-plains/building-a-sod-house/> and read about building a sod house.

Identify below the materials you would need to build a sod house and what you think it would have been like to live in one. Or write a letter to a friend in the North explaining how you built your sod house and what it is like to live there.



Name _____

Date _____

Internet Activity—Geronimo

Directions: Find a biography of Geronimo at www.indigenouspeople.net/geronimo.htm. Geronimo's name is familiar to most of us, but we may not know many facts about his life. Read the quotes from Geronimo as well as the short biography. Then, in the space below, list five things you did not know about Geronimo's life.

1. _____

2. _____

3. _____

4. _____

5. _____

Now reread through the "Quotes from Geronimo." Choose one of the quotes and rewrite it in your own words below.



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Who's Who and What's What

Directions: As a review, identify the following people and the part each played in making Oklahoma a territory.

1. Elias C. Boudinot _____

2. David L. Payne _____

3. Edward McCabe _____

4. George W. Steele _____

5. Thompson B. Ferguson _____

6. Frank Frantz _____

Directions: In the space below, list the provisions of the Organic Act.

7. _____

