

Kialegee Tribal Town

(Oklahoma Social Studies Standards, OSDE)

Tribe: Kialegee Tribal Town

Tribal websites:

1. Migration/movement/forced removal

Oklahoma History C3 Standard 2.3 *“Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the Indian Removal Act of 1830, and tribal resistance to the forced relocations.”*

Oklahoma History C3 Standard 2.7 *“Compare and contrast multiple points of view to evaluate the impact of the Dawes Act which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.”*

Introduction

Culturally Kialegee Tribal Town is part of the Muscogee people but politically they constitute separate legal entities. Muscogee people were mound-builders and sun-worshippers and the Kialegee shared these traits, and were one of about 50 towns of the Muscogee (Creek) Confederacy, with homelands in what are now the states of Alabama and Georgia. After a series of treaties with the U.S. and increasing pressure to leave their homelands, 166 Kialegee families trekked to Indian Territory in the 1830s.

After removal, members of Kialegee Town lived south of present day Henryetta, but with the allotment of individual lands after 1899, many citizens could be found farther west near Wetumka, where the present administration building and tribal court building are located. Assimilation and allotment took its toll on the tribal town's culture and over the years led to a transfer of land ownership from Indians to whites. When offered separate federal recognition in 1936, the Kialegee accepted along with two of the other Creek towns, Thlopthlocco and Alabama-Quassarte. Today members of the Kialegee Town celebrate an annual Kialegge Nettv Day in recognition of their history and heritage and the elders of the town strive to instill the language, culture and traditions in younger generations.

2. Maps

Oklahoma History C3 Standard 2.3 *“Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the Indian Removal Act of 1830, and tribal resistance to the forced relocations.”*

3. Population Past/Present

- Present Population: 439
- Tribal enrollment in Oklahoma: 429

4. Government; Chiefs vs Chairman; Elected or Paternal

US Government C3 Standard 3.4 *“Summarize and explain the relationships and the responsibilities between national and state governments including tribal and local governments.”*

Oklahoma History C3 Standard *“The student will analyze the formation and development of constitutional government in Oklahoma. 1) Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah. 2) Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.”*

- Constitution and Bylaws
<http://thorpe.ou.edu/constitution/kiacons.html>
- Membership is matrilineal

5. Language Group

Oklahoma History C3 Standard 4.1 *“Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian Boarding Schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.”*

6. Cultural Identifiers - ie. Mound Builders; Plains

Oklahoma History C3 Standard 4.1 *“Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian Boarding Schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.”*

Oklahoma Historical Society source to consider for Boarding Schools:
<http://digital.library.okstate.edu/encyclopedia/entries/a/am012.html>

7. Fine arts

Oklahoma History C3 Standard 4.1 *“Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the Indian Citizenship Act of 1924 and the effects of the Indian Boarding Schools (1880s-1940s) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.”*

8. Significant events (i.e. Massacres, Battles, Supreme Court cases...)

Oklahoma History C3 Standard 2.4C *“Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the a) Required enrollment of the Freedmen, b) Second Indian Removal and the role of the Buffalo Soldiers, c) Significance of the Massacre at the Washita, d) Reasons for the reservation system, and e) Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.”*

Oklahoma Historical Society source to consider:
<http://www.okhistory.org/research/indianreccs>

9. Current Information on tribe

10. Other information (ie. Elder testimonials; Guest speakers; Literature; Famous Tribal members...)

Sources:

Oklahoma Historical Society source to consider for Indian Removal information:

<http://digital.library.okstate.edu/encyclopedia/entries/i/in015.html>

Oklahoma Indian Country Guide, Oklahoma Tourism and Recreation Department pg 40

http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie_docs/Indian%20Country%20Tab,%2036%20page.pdf

Research paper by Richard L. Thornton

http://www.peopleofonefire.com/kialegee_tribal_town.htm

The Library of Congress documents:

<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>