

Apache Tribe of Oklahoma

(Oklahoma Social Studies Standards, OSDE)

Tribe: Apache (ə-pa-chē) Tribe of Oklahoma

Tribal websites: <http://www.apachetribe.org>

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.”

- Original Homeland- Arizona, Colorado, Western Texas, Northern Mexico;
- Location In Oklahoma - Southwest Oklahoma; Anadarko, OK

The word "apache" comes from the Yuma word for "fighting-men" and from the Zuni word meaning "enemy." The Apache tribe consists of six subtribes: the Western Apache, Chiricahua, Mescalero, Jicarilla, Lipan and Kiowa. Each subtribe is from a different geographical region. They are composed of six regional groups: Western Apache - Coyotero - most of eastern Arizona which include the White Mountain, Cibuecue, San Carlos, and Northern and Southern Tonto bands. It is possible, due to their nomadic nature, that several names were used to identify the same tribe. The Anglo theory is the Apache Indian migrated to the Southwest from Northern Canada in the 1500's. The Apache indian history says it was the other way around, that most of the Athapaskan speaking people migrated to the North and a few stayed in their homeland. In any event, it is generally agreed that about 5,000 Apaches lived in the Southwest at the end of the 1600's.

Apaches belong to the Southern Athapascan linguistic family.

The Apache tribe occupied the mountains and plains of southern Arizona and New Mexico, and also in Mexico.

The primitive dress of the men was deerskin shirt, leggings, and moccasins. They were never without a loin-cloth. A deerskin cap with attractive symbolic ornamentation was worn. The women wore short deerskin skirts and high boot top moccasins.

Chiricahua - southwestern New Mexico, southeastern Arizona, and adjacent Mexican states of Chihuahua and Sonora - The band was the informal political unit, consisting of followers and a headman. They had no formal leader such as a tribal chief, or council, nor a decision-making process. The core of the band was a "relative group," predominantly, but not necessarily, kinsmen. Named by the Spanish for the mescal cactus the Apaches used for food, drink, and fiber. The basic shelter of the Chiricahua was the domeshaped wickiup made of brush. Similar the Navajo, they also regarded coyotes, insects, and birds as having been human beings; the human race, then, but following in the tracks of those who have gone before.

Mescalero - Faraon - live east of the Rio Grande in southern New Mexico, with the Pecos River as their eastern border

Jicarilla - Tinde - southeastern Colorado, northern New Mexico, and northwest Texas - During their zenith in the SouthWest, two divisions of the Jicarilla Apache were known: the Llanero, or "plains people," and the Hoyero, the "mountain people." They roamed from central and eastern Colorado into western Oklahoma, and as far south as Estancia, New Mexico. As a result of their eastern contacts, the Jicarilla adopted certain cultural traits of the Plains Indians, as did the Mescalero who also ranged the eastern plains. From an estimated population of 800 Jicarilla in 1845, the tribe today numbers about 1,800.

The Jicarilla (little basketmakers) are of the Athabaskan language group and anthropologists say that these people came from Canada down the eastern flanks of the Rocky Mountains about 1300-1500 AD.

All tribes deny the migration theories and say that they have always been here:

The First People.

Though limited to using dogs as pack animals, the Jicarilla were the most successful raiders. When the Spaniards brought horses once again to North America (the previous horses had been eaten long before) the Jicarilla took full advantage.

They were not recognized as being distinctive from the other southern Athabascans: Chiricahuas, Navajos, Western Apaches, Mescaleros, Kiowa Apaches, and Lipans, until about 1700. Jicarilla are further identified as the plains people (Llaneros), and the mountain-valley people (Olleros) or Hoyero.

Though all of these are in New Mexico, the Jicarilla have been all through parts of southeastern Colorado, northern New Mexico, and adjoining areas of Kansas,

Oklahoma, and Texas.

Their contacts with the Spaniards began with Coronado in 1540 to 1542, perhaps as the Querechos, whom the later Spanish explorers called Vaqueros.

Hostilities began almost at first contact with the Spaniards, and though a Spanish mission was attempted near Taos in 1733, it was short-lived. The first intruders were the Spanish, who penetrated Apache territory in the late 1500s. The Spanish drive northward disrupted ancient Apache trade connections with neighboring tribes.

When New Mexico became a Spanish colony in 1598, hostilities increased between Spaniards and Apaches. An influx of Comanche into traditional Apache territory in the early 1700s forced the Lipan and other Apaches to move south of their main food source, the buffalo. These displaced Apaches began raiding for food.

Apache raids on settlers accompanied the American westward movement and the United States acquisition of New Mexico in 1848. The Native Americans and the United States military authorities engaged in fierce wars until all Apache tribes were eventually placed on reservations.

The Chiricahua, continued their attacks until 1872, when their chief, Cochise, signed a treaty with the U.S. government and moved with his band to an Apache reservation in Arizona.

The last band of Apaches, led by the chief Geronimo, was hunted down in 1886 and was confined in Florida, Alabama, and finally Oklahoma Territory.

Sources:

Oklahoma Historical Society's Encyclopedia of Oklahoma History and Culture
Indian Removal information:

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

Historical information at <http://www.accessgenealogy.com/native/apache-tribe.htm>

Handbook of North American Indians, vol.10, Smithsonian Institute,1983

Oklahoma Indian Country Guide, Oklahoma Tourism and Recreation Department
http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie_docs/Indian%20Country%20Tab,%2036%20page.pdf
http://s3.amazonaws.com/content.newsok.com/newsok/images/NIE/nie_docs/Indian%20Country%20Tab,%2036%20page.pdf

Student handbook "*Oklahoma Indian Country*" booklet page 32

The Library of Congress documents:
<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

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.”

- Oklahoma, [Map](#); and Map page 2 & 3, “Oklahoma Indian Country Guide”.
- Indian Nations & Oklahoma map
<http://www.livgenmi.com/1895/OK/state.htm>
- Map of Apachean People showing reservations: [Reservations](#)

Sources

- Oklahoma Indian Country Guide
- Student handbook “Oklahoma Indian Country” booklet page 22.

3. Population Past/Present

- Total tribal enrollment: N/A
- Tribal enrollment in Oklahoma: 1,700
- Membership criteria

Source: Oklahoma Indian Country Guide

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.”

The Tribal Council is composed all tribal members over the age of 18. They are governed by a Chair, Vice Chair, and a business committee of five members.

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.”*

Language family: Southern Athapaskan

Sources:

- Alphabet and pronunciation
- Word List, picture dictionaries (animal; body parts; color words), pronunciation and spelling guide http://www.native-languages.org/apache_guide.htm

6. Cultural Identifiers – i.e. 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-2013) upon Native Americans’ identity, culture, traditions, and tribal government and sovereignty.” Oklahoma schools only.*

- Plains
- [History; Foods; Ceremonies;](#)

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."

- Music
- Art

8. Significant events (ie. 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."*

- [Treaties](http://digital.library.okstate.edu/kappler/vol2/toc.htm) <http://digital.library.okstate.edu/kappler/vol2/toc.htm>

Oklahoma Historical Society source to consider:

<http://www.okhistory.org/research/indianrecs>

9. Current Information on tribe

- Museums: [Apache Historical Society Museum](#) (checking); [Fort Apache Historic Park](#) ;

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

- [Apache leaders](#):
 - Cochise (Apache Chief)
 - Dahteste (Apache Warrior Woman)
 - Geronimo (Apache War Leader)
 - Lozen (Apache Warrior and medicine Woman)
 - Mangas Coloradas (Apache Chief)
- Literature:

"Apache, Sacred Path Womanhood" by John Annerino

"Women of the Apache Nation: Voices of Truth" by H. Henrietta Stockel

Sources:

University of Oklahoma Western History Collection: Doris Duke Collection; Indian Pioneer Papers; Native American Manuscripts;

<http://digital.libraries.ou.edu/homehistory.php>

Oklahoma Historical Society