



The Chickasaw Nation
Elementary Student Curriculum

Unit 2: Lesson 2

The Civil War

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Lesson 2

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Unit Overview

Chokma (Hello),

Thank you for your interest in the Chickasaw Nation Student Curriculum. We are pleased to offer this curriculum that explores our deep history, culture and traditions. Started in 2010 with the development of the Chickasaw Cultural Center, the curricula are designed to inform and educate individuals about the dynamic history of our Chickasaw leaders, monumental events and culture. Chickasaw historians, researchers, archaeologists and other educators, as well as tribal elders, have worked tirelessly to develop this curriculum to share our story.

We are excited to offer Unit 2. Each lesson focuses on a specific event and/or individual throughout the Chickasaw Nation's history and is complete with its own lesson plan, reading material, discussion questions, student activity and reference list for convenience. All provided materials have been reviewed and approved by the Chickasaw Nation Department of Culture & Humanities and the Chickasaw Nation Department of Communications & Community Development. To further assist, we have worked with Oklahoma educators to outline the Oklahoma Academic Standards* each lesson addresses.

The Chickasaw Nation would like to thank you for your commitment and support. If you have any questions, please contact Mr. Joe Thomas, special assistant to the secretary of the Department of Culture & Humanities, at (580) 436-7258 or joe.thomas@chickasaw.net.

**The following Oklahoma Academic Standards, as outlined in the Oklahoma State Department of Education's 2012 Social Studies guide, are to be used only as a basic guide. Other standards may be applicable that could be based on a teacher's own interpretation of the lesson material or ability/need to make a conceptual connection:*

Grade 8

- ✓ **UNITED STATES HISTORY** *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877, Content Standard 5:* The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

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Lesson Plan

BENCHMARKS

The following Oklahoma Academic Standards listed for each lesson are to be used only as a basic guide. Other standards may be applicable that could be based on a teacher's own interpretation of the lesson material or ability/need to make a conceptual connection.

- ✓ **UNITED STATES HISTORY** *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877, Content Standard 5.*

SET (5 min.)

Note: The following is a suggested script for you, the teacher, to reference while discussing this lesson plan. Based on a number of factors, such as your students' ages or maturity levels, you may choose to deviate from the script as you see fit.

“How many of you have ever seen a movie or read a book about the Civil War? *(Take a couple of minutes to talk about what they may have seen or read.)* Did you ever think Oklahoma, which was Indian Territory during the time of the Civil War, played a part in the Civil War? Did you know that the Indian tribes here in Oklahoma were part of the Civil War? We don't hear too much about Indian Territory during the Civil War, but it played a big role in the Civil War. *(Ask why it might have played a big part in the war and for our state.)*

“The Five Civilized Tribes here in Oklahoma each had large areas of land that had been granted to them to settle on when they were removed from their homelands. For the Chickasaws, this was all part of the promises of the 1832 Treaty of Pontotoc and the 1837 Treaty of Doaksville. The Chickasaws purchased and paid for land and its resources from the Choctaw Nation. The Chickasaw Nation chose to side with the Confederate cause and was later punished by the United States government for their participation in the war. A part of this punishment included taking of some of the Chickasaw land and opening it up to white settlement.

“As we learn about the roll the Chickasaws had in the Civil War, I want each of you to think about the impact it had on the tribe and our state. How might the war have

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been different if the Chickasaws had sided with the Union? (*If they had sided with the Union, the lands of the Chickasaw Nation wouldn't have been opened to white settlement.*)”

OBJECTIVES

1. The students will practice reading out loud.
2. The students will interact with the reading by answering discussion questions.
3. The students will work the crossword puzzle.

READING PROCEDURES (20 min.)

1. The teacher will read the first paragraph of text to the students, and then ask the first discussion question. The students will answer.
2. The students will continue the reading, with the teacher stopping them at appropriate points to ask the remaining questions.
3. Words in bold can be used as vocabulary words and are defined at the end of the reading material.

If the students are uncomfortable with oral reading, the teacher may wish to consider reading the entire passage to model good reading habits. For students who already display great comfort with oral reading, the teacher may wish to have the students read the entire passage. Teachers should feel free to stop the reading and pose knowledge questions about the text—e.g., asking students to define words or explain more. Similarly, the discussion questions may be answered in discussion, as intended, or the teacher may use them to make a free response worksheet for the students.

MATERIALS

1. Reading text (provided)
2. Discussion questions (provided)

SUPPLEMENTAL MATERIAL

1. Terms and definitions

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EVALUATION

The teacher will grade students based on some combination of the following: their oral reading, their participation in discussion and any comments they make that the teacher considers particularly insightful. These grades may be evaluative or for completion, at the teacher's discretion.

ACTIVITY PROCEDURE (20 min.)

The teacher will introduce the activity to the students: “Now that you know a little about the Chickasaws’ roll in the Civil War, you can work the crossword puzzle I am passing out.”

MATERIALS

1. Crossword puzzle (provided)

EVALUATION

The teacher will grade the crossword activity for completion and participation.

CLOSURE (5 min.)

“So, what have we learned today? What role did the Chickasaws play in the Civil War? How did their siding with the Confederacy impact them in the future? (*Pause for brief answers to questions.*) We see that the Chickasaw Nation, after feeling abandoned by the United States government, chose the side of the Confederate States of America during the Civil War. During the war, the Confederate States of America did little to fulfill their promises of protection and aid to the Chickasaw people. At the end of the war, the Chickasaw Nation was once again forced to ‘start over,’ and with fewer resources than they had before they were removed from their homelands, along with new punishments that the United States was going to force upon them.”

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Reference Material

ENTERING THE WAR

The 1830s and the removal of the Chickasaws to their new lands in Indian Territory were a difficult time of change for the tribe. Settling in a new land, building homes, working the land and building schools took many years. By 1860, they were beginning to see growth within their lands. Their homes were well built and comfortable, their farms were well-cultivated, and they had schools and churches (Rochette 112). On May 25, 1861, the Chickasaw Nation made a declaration of independence from the United States government and pledged their support to the Confederate States. They were upset with the way the United States government had treated them. The government had taken away the protection of Federal Troops from Fort Washita and from other areas within Chickasaw country, and by doing so, they left them unprotected from the Plains Tribes. They withheld Chickasaw tribal money that was in trust from the sale of their homelands and ignored their treaty obligations. These things, along with the fact that the Chickasaws were located in the South, made them join their Southern friends (Gibson). Little did they know the toll it would take on their people and their nation. Many of their brave men were about to willingly enter the conflict that would come to be known as the Civil War.

CAMP LIFE

Soon after declaring their support for the Confederate States, Chickasaw men were volunteered their service. The Chickasaws joined with Choctaws under the Confederate General Douglas Hancock Cooper to form the 1st Regiment of Chickasaw and Choctaw as part of the **cavalry**. Additional Chickasaw units were: “the First Chickasaw Infantry Regiment Commanded by Colonel William Hunter, Shecoe’s Chickasaw Battalion of Mounted Volunteers, sometimes called the ‘Chickasaw Battalion,’ commanded by Colonel Martin Shecoe, and the First Battalion of Chickasaw Cavalry, commanded by Lieutenant Colonel Lemuel Reynolds” (Gibson 265). Just months after joining the war, the Chickasaw and Choctaw Regiment of Mounted Rifles

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were involved in their first battle. In November 1861, at the Battle of Round Mountain, they fought Union forces that included a Creek and Seminole unit.

There were a few forts in Indian Territory prior to the beginning of the Civil War.



Figure 1: U.S. Col. William Weer seated here swearing in Indian volunteers.

These forts were used by the Federal Army to house the soldiers and protect the tribal members from marauding plains Indians. Shortly after the secession of Texas and Arkansas, the Federal Troops moved out and abandoned many of the forts, allowing the Confederates to take over. Fort Washita was the largest of the forts located in the Chickasaw Nation, and this was where many of the Confederate troops were housed. Chickasaw soldiers who served in the army lived in the now closed Chickasaw schools and camps scattered throughout their territory. Camp life included living in tents and

temporary shelters, which exposed the men to the blowing winds and extreme weather conditions of Oklahoma. The men didn't have the usual things that most men received when they enlisted with the Union or Confederate Armies in other states, such as a uniform, rifle, horse, tents and camping supplies. The soldiers of Indian Territory were often seen as unimportant by the Confederate War Department. As the war continued and the Confederates were running low on money, supplies and horses became more difficult to obtain.

BATTLES AND SKIRMISHES

The Chickasaw and Choctaw soldiers serving in the 1st Regiment of the Mounted Rifles saw numerous battles, including those in and out of Indian Territory. Union Colonel William A. Phillips with his Kansas Federal Troops and Indian Home Guards made many trips into Indian Territory to try and convince the Indian people loyal to the Union to move to Kansas for protection and to run the Confederates out of the territory.

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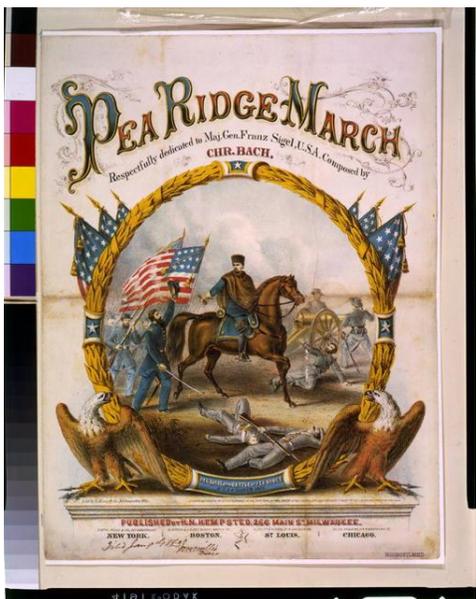


Figure 2: Cover of a book about the Battle of Pea Ridge.

These troops were met many times with the forces of Confederate Indian troops. The Confederate Chickasaw and Choctaw Indian troops had shown they were willing and able in battle. They saw action at Pea Ridge, Arkansas, in which Union forces defeated the Confederate troops in a very bloody battle that included 16,000 Confederates and 10,250 Union soldiers. The Union had fewer soldiers, but was dug in and had superior artillery. The Regiment of Mounted Rifles participated in other battles, such as the battle at Newtonia, Missouri, Honey Springs, near present-day Rentiesville, Checotah, Indian Territory, and the

smaller battle at Middle Boggy, Indian Territory.

As the war raged on, the lack of rifles and ammunition in the Confederate Army began to take a toll on the effectiveness of the defense of the territory. The Chickasaw and Choctaw Mounted Rifles had inferior rifles and **artillery**. In the early morning hours of Feb. 13, 1864, at a place called Middle Boggy, more than 350 Union soldiers with plenty of rifles, ammunition and two howitzers (a type of cannon) surprised a camp of 90 men from the Chickasaw and Seminole Battalion under the leadership of Captain Adam Nail. The battle lasted about 30 minutes, with 47 of the 90 Confederate soldiers left dead on the field. The Union had no losses.

“When accurately fired, however, mortars and howitzers were powerful weapons. One Union general recalled a battle near Richmond when the 1st Connecticut Artillery had no guns but had three howitzers, which they fired at the Confederate regiment. ‘So Rapid a canister fire was maintained,’ he wrote later, ‘as to repulse the column with severe loss....So demoralized was... (the) command that a lieutenant and 22 enlisted men surrendered rather than attempt to retreat under the fire.’”

--The Civil War: Weapons of War

Chickasaw Governor Winchester Colbert was barely able to escape capture by the advancing forces of Colonel Phillips after the battle of Middle Boggy. The Union forces

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rode straight to Governor Colbert's home in hopes of finding him there. When they found he had escaped to Texas just hours before and that they were unable to catch him, they torched his home and fields leaving nothing for him to come back home to. Colonel Phillips then sent letters written in red ink to each of the leaders of the Five Civilized Tribes in hopes of persuading them to surrender the Confederate cause. Governor Colbert stayed in Texas until the end of the war.



Figure 3: Gov. Winchester Colbert

TIME TO SURRENDER

By the close of the Civil War, Indian Territory was a land of suffering and desolation. Many Chickasaws with slaves or property had to flee to Arkansas or Texas if they had sided with the Confederates, and those siding with the Union had fled to Kansas. Others had no choice but to stay and suffered the consequences of burned out homes, failed crops and near starvation. Those in Indian Territory were often worse off than they had been when they were originally removed from their homelands. When they were removed, many had cattle and a

little help from the United States, but now they had nothing. The property of the Chickasaws and Choctaws were seen by the Federals as legal contraband, but the private citizens acted as if they had as much of a right to it as the government did (*The American Indian and the End of the Confederacy* 75). These **depredations** continued to demoralize the people sick of war and the empty promises made by governments through tribal treaties.

Though May 9, 1865 was officially declared the end of the war, it wasn't until Chickasaw Nation Governor Winchester Colbert, "in surrendering his troops, became the last 'civil authority' of the Confederacy to surrender on July 14, 1865, at Tishomingo, Oklahoma" (Bourland A-441). With the end of the war came the long task of once again

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rebuilding the Chickasaw's lives and nation. The United States government, as penalty for siding with the Confederate States of America, took back some of the money **held in trust** and decided to open parts of Chickasaw tribal lands to non-native settlement, therefore changing the future of the Chickasaw Nation.

SUPPLEMENTAL MATERIAL

1. Cavalry: Mounted soldiers (today's cavalry use Hummers (vehicles))
2. Artillery: Large caliber guns used in warfare on land
3. Foragers: Groups of soldiers who collected food and other supplies but did not pay for them
4. Depredation: An act of attacking or plundering
5. Held in Trust: A relationship whereby property is held by one party for the benefit of another

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Discussion Questions

1. How do you think the Chickasaw people felt when the United States didn't keep the treaty promises of protection and support and pulled out of Chickasaw territory?

Sample Answer: Abandoned, lied to, angry possibly. They were afraid for their future without the protection against the plains tribes and without financial support, because the tribal money was held in trust by the government.

2. How do you think the soldiers felt living in tents or inadequate housing during the winter months?

Sample Answer: Miserable, cold, possibly wishing they were back at home.

3. How do you think the soldiers felt without adequate guns and supplies?

Sample Answer: Inadequate to meet the foe on the battlefield, and that the Confederate Army was lacking in funds, which would not be good for the soldiers and their families if they had put all their trust in the Confederate cause.

4. What impact did the war have on the families at home?

Sample Answer: The families had a tough time putting in crops and harvesting them without the men at home. There was also no protection against the Union or Confederate soldiers who came through and wiped them out of food and crops.

5. Do you think the Chickasaws were happy or sad when the war came to an end, or both?

Sample Answer: They were both happy and sad. They were happy to see their men back home, so families could be reunited again and crops could be planted, but sad they had lost the war and a way of life that some were used to.

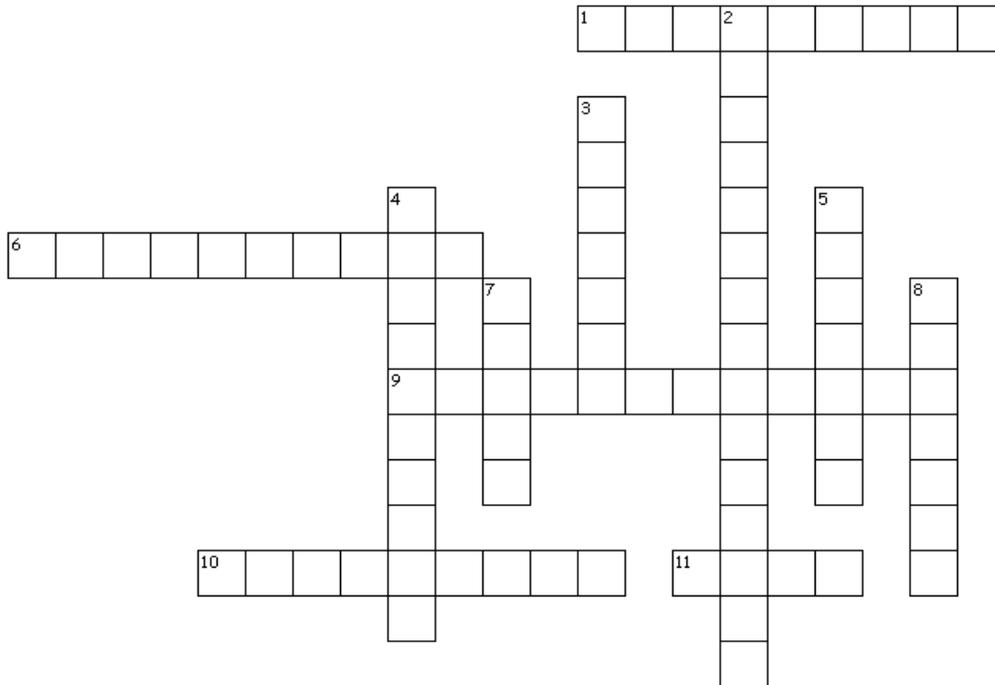
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Student Activity



Across

1. Guns and cannons are part of the _____ of the army.
6. What was the name of the Cherokee General?
9. What battle was fought just outside Rentiesville?
10. On July 14, 1865, Chickasaw Governor Winchester Colbert signed papers to _____ to the Union.
11. The Union Army had the 1st Indian ____ Guards.

Down

2. In the 1860s, Oklahoma was called _____.
3. Which branch of the army depended on good horses?
4. Chickasaw Governor _____ Colbert fled to Texas to avoid capture.
5. The Union _____ William A. Phillips made several raids into Indian Territory.
7. The soldiers in camps lived mostly in _____.
8. What was the major Confederate fort in the Chickasaw Nation?

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Reference List

For more information, see the following sources:

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