



**The Chickasaw Nation**  
**Secondary Student Curriculum**  
**Teacher Edition**  
**Unit 2: Lesson 3**

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# **Lesson 3**

## **World War I and World War II**

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### *World War I and World War II*

#### 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](mailto: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 9-12

- ✓ **UNITED STATES HISTORY** *The United States: The American Nation in Transformation, 1878 to the Present, Content Standard 2, Item 3:* Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.
- ✓ **UNITED STATES HISTORY** *The United States: The American Nation in Transformation, 1878 to the Present, Content Standard 3, Item 1:* Examine the economic, political, and social transformations between the World Wars.
- ✓ **UNITED STATES HISTORY** *The United States: The American Nation in Transformation, 1878 to the Present, Content Standard 3, Item 1.E:* Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.

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- ✓ **UNITED STATES HISTORY** *The United States: The American Nation in Transformation, 1878 to the Present, Content Standard 4, Item 1:* Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.
  
- ✓ **UNITED STATES HISTORY** *The United States: The American Nation in Transformation, 1878 to the Present, Content Standard 4, Item 1.B:* Evaluate the mobilization for war as stated in President Roosevelt’s *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese-Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and Italian descent.
  
- ✓ **UNITED STATES HISTORY** *The United States: The American Nation in Transformation, 1878 to the Present, Content Standard 4, Item 2:* Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.

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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** *The United States: The American Nation in Transformation, 1878 to the Present* **Content Standard 2, Item 3; Content Standard 3, Item 1; Content Standard 3, Item 1. E; Content Standard 4, Item 1; Content Standard 4, Item 1. B; Content Standard 4, Item 2.**

#### 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.*

“What do you know about World War I and World War II? Who fought in them? What types of people were allowed to fight (men, women, Native Americans, African Americans, etc.) *[Allow time for students to respond.]* That's right! Many types of brave people came forward to help fight in the wars and protect our freedom.

“The Chickasaws were one of the Native American tribes that participated in World War I and World War II. Both men and women from the tribe fought bravely to help the Allies win. We will talk about some of the Chickasaws who were in the World Wars and what they did to help.”

#### 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 complete a writing assignment.

#### 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.

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2. The students will continue the reading, with the teacher stopping them at appropriate points to ask the remaining questions.

*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)

#### 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 writing activity to the students. “What contributions did Chickasaws and other Native tribes make to WWI and WWII? Write a 1-3 paragraph response using examples from the class discussion and readings.”

*[Responses might include topics such as the people themselves and their deeds, and documentation of the wars through photography.]*

#### EVALUATION

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

#### CLOSURE (5 min.)

“So, what have we learned today? What role did the Chickasaws play in World War I and World War II? How did Native Americans make a difference? *[Pause for brief answers to questions.]* Chickasaws have what they call a Warrior Tradition. Their

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people have always been eager to help protect their homelands from invaders—all the way back to the first invaders, the Spanish. ”

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#### Reference Material

In their homelands of Northern Mississippi, Northwestern Alabama, Western Tennessee and the western portion of Kentucky, Chickasaw leaders taught the young



Figure 1: map of the Chickasaw homelands

boys the value of protecting their families and homes from those who wanted to take it.

After President Andrew Jackson approved the 1830 Indian Removal Act, several Native American tribes were forced to leave their homelands. The Chickasaws were one of these tribes and started their removal in 1837 to a new land that was called Indian Territory, today's

Oklahoma. After arriving in Indian Territory, they shared the land with the Choctaws. In 1855, they succeeded in separating from the Choctaws, and developed and put into law their own constitution in 1856.

Chickasaw leaders continued to fight to protect their families and homes through the legal court system with their *Constitution, Acts and Treaties*. This taught the young men and women to stand up for what they believed in.

After the Civil War (1861-1865), more changes developed in the Chickasaw Nation. The Dawes Act of 1887, the Curtis Act of June 28, 1898, and the Supplementary Agreement on September 25, 1902, all led to Oklahoma statehood in 1907. At that time, the United States government no longer recognized Chickasaw government, and they were still not citizens of the United States.

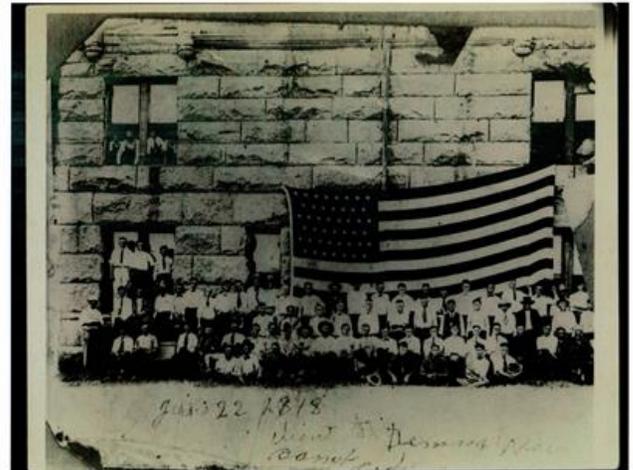


Figure 2: WWI Draftees at Chickasaw Capitol

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#### WWI

Even though they were not citizens of the U.S., Chickasaw men stood beside their neighbors when WWI broke out in 1914 in Europe. The U.S. entered the conflict in 1917, following numerous attacks on American shipping by German submarines. Thousands of Native Americans answered the call to serve in “The Great War” (WWI). This included many Chickasaw men.

Douglas Johnston Jr., son of Chickasaw Governor Douglas Johnston, joined the marines and traveled to Europe at age 23 as part of the European Expeditionary Force stationed in France. Douglas was able to document with photos some of the tragedy caused by the war. (See Figure 6.)



**Figure 4: Douglas Johnston Jr. in France**



**Figure 5: Jeff and Mary Alexander**

Mose and Wyatt Chigley, both Chickasaws and sons of Nelson Chigley, a member of the Chickasaw Senate who once filled in as Governor of the Chickasaws, joined the military in September of 1918 before the war ended November 11, 1918.

Another Chickasaw, Jeff Alexander, was wounded in WWI. In 1918, he was shot in the thigh in Germany. He was at Camp H in French and English hospitals for a total of nine months. They were able to save his leg, but it made it three inches shorter, and after that, he had to have a special elevated shoe to walk.

On June 2, 1924, the U.S. Congress granted citizenship to all Native Americans born in the U.S. through the Indian Citizenship Act. However, it was common for many states in the 1940s to refuse Native Americans the right to register to vote.

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#### **WWII**

On September 1, 1939, the German attack against Northern Poland began and sparked the beginning of WWII. Once again, thousands of Native Americans answered the call when help was needed. Many Chickasaw men and women joined different branches of the military during WWII. On January 27, 1940, Hitler ordered plans for an invasion of Norway, and in May, the Germans surged into the Low Countries, quickly compelling the Dutch to surrender. On June 22, 1941, German armor attacked the Soviet Union as part of Operation Barbarossa and on December 7, Japan attacked Pearl Harbor, causing the U.S. to join the war.



**Figure 6: No Man's Land, France, taken by Douglas Johnston Jr.**

World War II was fought mainly in Europe and across the Pacific and Eastern Asia. The Axis powers of Nazi Germany, Fascist Italy and Japan were against the allied nations of Great Britain, France, China, the United States and the Soviet Union. While the Axis enjoyed early success, they were gradually beaten back, with both Italy and

Germany falling to Allied troops and Japan surrendering after the use of the atomic bomb. On September 2, 1945, aboard the battleship USS Missouri in Tokyo Bay, the Japanese delegation formally signed the instrument of surrender ending World War II.

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#### **NOTABLE CHICKASAWS OF WWII**

##### **Henry Nolatubby**

Chickasaw Henry Nolatubby enlisted in the Marine Corps on June 22, 1940. He specialized in communications, serving first with the San Diego-based signal detachment and then with the headquarters company, Fleet Marine Force, in the telephone section. Nolatubby was assigned to the USS Arizona in December of 1941, where he was promoted to Private First Class. PFC Nolatubby was killed December 7, 1941, when the Arizona was attacked at Pearl Harbor. He was the first Native American to lose his life in the war.



**Figure 7: Henry Nolatubby. Photo from *The Chiloccoan***

##### **Jeraldine Meek Brown**

After earning her college degree, Chickasaw Jeraldine Meek Brown enlisted in the Women's Armed Auxiliary Corps in 1943. She was one of the first people to witness the devastation of the atomic bombs. Jeraldine was selected for the top-secret mission because of the photography skills she learned in college. Part of her duties was to develop and print photos from the bombers.

##### **Helen E. Smith Cox**

Helen E. Smith Cox is a graduate of Southeastern State College, a resident of Tishomingo, Oklahoma, and a proud Chickasaw citizen. She joined the U.S. Army as part of the U.S. Women's Corps and became a First Sergeant.

#### **STATISTICS**

- 99% of all eligible Native Americans – males 21 to 44 –registered for the draft.
- Annual Native American enlistment increased from 7,500 in 1942 to 22,000 in 1945.
- The day Pearl Harbor Day was attacked there were 5,000 Native Americans in the Army.
- By the end of the war, 44,500 Native Americans had served.

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We only talked about a few of our brave Chickasaw men and women here, but there were many more who defended their homes and land the way their leaders taught them. The Chickasaws have a proud Warrior Tradition that continues to be supported by brave Chickasaws today.

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#### Discussion Questions

1. What does it mean to Native Americans to be a sovereign nation?

*Sample Answer: Each tribe has the inherent right to govern itself, meaning they do not trace their existence to the United States.*

2. Discuss one of the Chickasaws mentioned who were in WWI or WWII.

*Sample Answer: There are several options: Douglas Johnston, Mose and Wyatt Chigley, Jeff Alexander, Henry Nolatubby, Jeraldine Meek Brown, and Helen E. Smith Cox.*

3. Why do you think Native Americans were denied voting rights?

*Sample Answer: Native Americans were considered second-class citizens, even after fighting so diligently in the war. Reasons included were illiteracy, non-residency and non-taxation status (many Native Americans living on a reservation were not required to pay federal taxes).*

4. Why do you think Chickasaws joined forces with the United States during WWI when they were not citizens of the U.S.?

*Sample Answer: Chickasaws have always joined in and helped those in need. Even when the British and French tried taking control of their homelands, they sided with President George Washington and fought for their country.*

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#### Reference List

**For more information, see the following sources:**

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*Native Americans and World War II.*  
(<http://civics.sites.unc.edu/files/2012/10/NativeAmericansWWIIPPT.pdf>).

*Native American Encyclopedia.* (<http://nativeamericanencyclopedia.com/what-is-tribal-sovereignty>).

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(<http://www.oklachahta.org/Code%20Talkers.htm>).