



The Chickasaw Nation
Elementary Student Curriculum
Fourth Grade
Unit 2: Chickasaw Post-Removal

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Unit Overview

Chokma (Hello),

Thank you for your interest in the Chickasaw Nation Student Curriculum, “*Chikasha on the Trace*.” We are pleased to offer this curriculum that explores our deep history, culture and traditions in relation to the Natchez Trace in Mississippi. Started in 2013, through a grant received by the National Park Service (NPS), the NPS partnered with the Chickasaw Nation to lead a group of Chickasaw students to research the Natchez Trace in regards to Chickasaw pre-removal history and culture. The Chickasaw Nation then partnered with East Central University (ECU) to provide college credit for students partnering in the program.

While in Mississippi, the Chickasaw students learned about the Chickasaws’ unique history and significance to the Natchez Trace through the lens of archaeologists, anthropologists, historians and Chickasaw researchers. At the completion of the course, students prepared a research project that examined the deep connections Chickasaws had to the Natchez Trace. The students worked with Chickasaw mentors to develop their research projects into a curriculum with an accompanying lesson plan, reference material and student activity. Together, the student and mentor, along with Chickasaw educators, ensured the curriculum aligned with Oklahoma Academic Standards, as outlined in the Oklahoma State Department of Education’s 2012 Social Studies guide, making it suitable for Oklahoma educators to teach in their classrooms.

The Chickasaw Nation would like to thank you for your honored commitment and support. If you have any questions regarding this student curriculum, please contact Joe Thomas, special assistant to the secretary, at (580) 436-7258 or by email at joe.thomas@chickasaw.net.

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Lesson Plan

BENCHMARKS

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:

- **United States Studies *Regional Geography and History* Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.
- **United States Studies *Regional Geography and History* Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.
- **United States Studies *Regional Geography and History* Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.
- **United States Studies *Regional Geography and History* Content Standard 1. 1A:** Locate landforms and bodies of water on a map of North America, including the United States, the Atlantic and Pacific Oceans and the Gulf of Mexico; the major river drainage systems, including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia and Rio Grande Rivers; the Great Lakes, the Great Salt Lake and the Chesapeake Bay; the Great Plains and the Continental Divide; and the Appalachian, Rocky, Sierra Nevada, Cascade and Brooks Mountain Ranges.
- **United States Studies *Regional Geography and History* Content Standard 1. 2D:** Describe the diverse, but unified, nature of the American people by identifying the distinctive contributions to American culture of Native Americans, African Americans, major European groups, major Spanish-speaking groups and Asian groups.
- **United States Studies *Regional Geography and History* Content Standard 1. 2E:** Describe the purpose of local, state, tribal and national governments in meeting the needs of American citizens, including the basic structure of the national government created in Washington, D.C.
- **United States Studies *Regional Geography and History* Content Standard 2. 1:** The student will examine Native American groups and European explorations and settlements impacting the development of the major regions of the United States.
- **United States Studies *Regional Geography and History* Content Standard 2. 4:** Identify and evaluate instances of both cooperation and conflict between Native American groups and European settlers arising from the Columbian Exchange, including agriculture, trade, cultural exchanges, military alliances, wars and control of territory.

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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.

“Have you ever been told one thing, but another happens? Maybe you were expecting one thing to occur, but another thing happens. This is a similar feeling the Chickasaws had when they were removed to Indian Territory (present-day Oklahoma) from their historic homelands of Mississippi, Alabama, Kentucky and Tennessee. With this removal, the Chickasaws were forced to adapt to their new surroundings and adjust to the changing times.

“How many of you know who the current Governor of the Chickasaw Nation is? [Allow students to answer.] Yes! Governor Bill Anoatubby. Did you know the Chickasaws were not always able to elect their own leader? [Allow students to answer.] With the passage of Oklahoma statehood, the Chickasaws' ability to elect their governor was not acknowledged. From 1906 to 1971, the president of the United States appointed the Chickasaw leaders.

“Today we will discuss the post-removal history of the Chickasaw Nation. Their ability to remain resilient through difficult times is a testament to their strong leadership, vibrant culture and commitment to their people. This begins the post-removal history of the Chickasaw Nation.”

OBJECTIVES

1. The students will read the provided PowerPoint presentation.
2. The students will interact with the PowerPoint presentation by answering discussion questions.
3. The students will complete the student activity and quiz.

READING PROCEDURES (20 min.)

- a. The teacher will select students to read each slide. If needed, two or more students may be asked to read from each slide.
- b. The students will continue taking turns reading the slides, with the teacher stopping them at appropriate points to pose questions or to ask students to define specific words.

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If students are uncomfortable with oral reading, teachers may wish to consider reading the PowerPoint themselves 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 PowerPoint. Teachers should feel free to stop 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. PowerPoint (provided)

EVALUATION

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

DISCUSSION PROCEDURE

- a. The teacher will lead the students in a discussion of some or all of the included questions
- b. The teacher will ask the students follow-up questions as appropriate.
- c. The students will answer the questions and are encouraged to pose questions of their own.

[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. Pens/pencils
2. Discussion questions (provided)

EVALUATION

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

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ACTIVITY PROCEDURE 1 (20 min.)

1. The teacher will hand out the Connect the Numbers activity.
2. The teacher will supervise as the students complete the activity.
3. The teacher will read the following script as the students complete the activity.

“While the Chickasaws were removed from their homelands, they maintained a strong connection to their culture and traditions, including *Itti' kapochcha to'li'* (stickball game). This competitive sport was common among many American Indian tribes. Hundreds of Chickasaw men would compete for days to hit a wooden target, usually in the shape of a fish, on top of a pole with a small, hard ball. They used sticks with looped pockets to throw the ball in these grueling competitions, which sometimes resulted in injuries or even deaths. The game is also referred to as ‘Little Brother of War’ because it would be played as an alternative to the devastation of war or battle with an enemy tribe.

“Today, this traditional game is still played amongst the Chickasaw. While the men use the sticks to grab, catch and throw the ball, women can use their bare hands. Now, let’s connect the numbered lines and color the stick ball player to see him in action!”

MATERIALS

1. Crayons/colored pencils/colored markers
2. Chickasaw Post-Removal Student Activity (provided)

EVALUATION

The teacher will grade the student based on some combination of the following: any comments they make that the teacher considers to be particularly insightful, creativity or participation. These grades may be evaluative or for completion, at the teacher’s discretion.

ACTIVITY PROCEDURE 2 (20 min.)

- a. The teacher will introduce the activity to the students.

“Now I’m going to pick a class helper who will help me do tasks for part of the day. However, no one in class will be able to volunteer or nominate another student because I have already selected the student. How does this make you feel to not be able to voice your opinion?” [*Take a minute to discuss the question.*]

Note: *The student who is selected as the helper should possess good behavior, have participated in class discussion or can be chosen at random, at the teacher’s discretion.*

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The student doesn't have to be the helper for more than 15 minutes, just long enough that the students can comprehend what it was like to not be able to choose the helper.

“For the longest time, Chickasaws were not able to choose who they wanted as their official leader. Now you have some understanding of what it was like for the Chickasaws from 1906 to 1971.” [*The teacher should announce who the helper will be.*]

- b. After the student has helped for a little bit, the teacher will then announce to the students that they will get to pick the next helper and have them vote on who they think the next helper should be.

[The teacher can have three students already picked out for the students to vote on, this will provide an example to the students to understand what it was like for the Chickasaws to vote for their own leader and have a voice in who was selected.]

- c. The teacher will hand out the quiz once the helpers have been selected.
- d. The teacher will supervise as the students complete the quiz.

MATERIALS

1. Pen/pencil
2. Chickasaw Post-Removal Quiz (provided)

EVALUTION

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

CLOSURE (5 min.)

“How did it make you feel when you weren't able to help me pick who the helper was? [*Allow students to discuss the question.*] Did it make you feel better when you were able to vote on who got to be the helper, rather than me just picking? [*Allow students to answer question.*] From 1906 to 1971, the Chickasaws were not able to vote for their own leader. Instead, their leader was appointed (chosen) by the President of the United States. The Chickasaws did not have a voice in the matter. It wasn't until 1971 that the Chickasaws were able to elect their own leader in Oklahoma. Chickasaw removal was devastating and presented much hardship; however, the Chickasaws have remained united and the spirit of being unconquered and unconquerable remains strong.”

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Discussion Questions

1. How did the passage of the Indian Removal Act affect the Chickasaw Nation?

Answer: The passage of the Indian Removal Act negatively affected the Chickasaw Nation, in addition to numerous other American Indian tribes, including the Choctaw, Cherokee, Muscogee (Creek) and Seminole. The act resulted in the forced removal of the American Indian tribes from their historic homelands to Indian Territory, present-day Oklahoma.

2. Explain the significance of the 1837 Treaty of Doaksville?

Answer: The Treaty of Doaksville was significant to the Chickasaw Nation, for it outlined the purchase of lands and resources from the Choctaw Nation. Additionally, the 1837 Treaty of Doaksville placed the Chickasaws within the Choctaw Nation, becoming subjected to their laws.

3. What did the Chickasaws develop in 1856 at Good Springs on Pennington Creek (Tishomingo, Oklahoma)?

Answer: The Chickasaw Nation drafted their constitution, which developed the position of governor, as well as the three-branch style of government, including the executive, legislative and judicial departments. Through this constitution, Mr. Cyrus Harris became the first elected Governor of the Chickasaw Nation.

4. What significant event occurred in 1887, as it relates to tribal lands?

Answer: In 1887, President Grover Cleveland broke up reservation land to be sold to individuals. Each person in an American Indian family in Indian Territory registered on a tribal roll called the Dawes Roll. The tribal rolls provided for each American Indian citizen to have a particular amount of land, given their age and family status.

5. From 1906 to 1971, the president of the United States appointed the governor of the Chickasaw Nation. Who was appointed as governor of the Chickasaw Nation, and how long did they serve?

Answer: From 1906 to 1971, the U.S. president appointed a representative for our tribe to act as the Chickasaw governor to handle administrative matters for the Chickasaw Nation. Douglas H. Johnston was appointed as governor from 1906 to 1939. Floyd E. Maytubby served as the appointed governor from 1939 to 1963. Hugh Maytubby was appointed governor in 1963, after the death of Floyd Maytubby. From 1963 to 1971, Overton James was appointed Governor of the Chickasaw Nation.

6. What descriptive terminology does the Chickasaw Nation use to address their leader?

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Answer: Today, the Chickasaw Nation uses the term “governor” to address their leader. Historically, Chickasaws used the term Minko’, meaning “leader” in Chickasaw.

7. What are the seven fundamental differences in the 1983 Chickasaw Constitution?
Answer: The seven fundamental differences included the length of the governor’s term, term limits for elected and appointed positions, whether to have a lieutenant governor, if salaries should be set by the legislature or governor, blood quantum requirements for the executive branch, the location of the seat of government and the election of tribal judges.
8. Explain the Chickasaw Nation Legislative Department.
Answer: The Chickasaw Nation Legislature is composed of 13 members, elected from our nation’s four legislative districts, including Panola, Pickens, Pontotoc and Tishomingo. Members of the tribal legislature are citizens and registered voters of the Chickasaw Nation at least 25 years of age who have lived within the Chickasaw Nation jurisdictional boundaries for at least one year and their respective district for at least six months prior to being elected to office. Our legislature is structured much like the U.S. Legislature with scheduled sessions, committees, the formation of procedures and regulations, the approval of budgets and the establishment of laws.
9. Explain the Chickasaw Nation Judicial Department.
Answer: The judicial powers of the Chickasaw Nation shall be vested in the Supreme Court and a lower District Court. The Supreme Court shall consist of three Supreme Court Justices elected by popular vote by qualified voters of the Chickasaw Nation. The District Court is comprised of a District Judge and Court Advocate who are appointed by the Supreme Court.
10. What is the significance of the Chickasaw Cultural Center to the Chickasaws?
Answer: The cultural center serves as a cultural home and an embodiment of Chickasaw legacy and resilient spirit. The center offers a Smithsonian-caliber experience, helping people of all ages and backgrounds share in and celebrate Chickasaw history, culture and traditions. Through beautiful scenery, natural architecture and interactive exhibits, the cultural center tells a story of the Chickasaws who have struggled, fought and persevered across generations to make them the united and unconquerable people they are today.

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Student Quiz

1. What president signed the Indian Removal Act, which initiated the removal of numerous American Indian tribes from their Southeastern homelands?
 - a. Thomas Jefferson
 - b. Benjamin Franklin
 - c. Andrew Jackson
 - d. Richard Nixon
2. What present-day state is part of the Chickasaws' historic homelands?
 - a. Mississippi
 - b. Alabama
 - c. Kentucky
 - d. Tennessee
 - e. All of the above
3. From which tribe did the Chickasaws purchase an interest in land and resources?
 - a. Muscogee (Creek)
 - b. Seminole
 - c. Choctaw
 - d. Cherokee
4. Who was selected as the first chief of the Chickasaw District of the Choctaw Nation?
 - a. Edmund Pickens
 - b. Cyrus Harris
 - c. Douglas H. Johnston
 - d. Overton James
5. Who was elected the first governor of the Chickasaw Nation?
 - a. Edmund Pickens
 - b. Cyrus Harris
 - c. Douglas H. Johnston
 - d. Overton James
6. Who was the first elected governor of the Chickasaw Nation since 1904?
 - a. Edmund Pickens
 - b. Cyrus Harris
 - c. Douglas H. Johnston
 - d. Overton James
7. What cultural tradition did the Chickasaw retain after removal?
 - a. Stomp dance
 - b. Stickball

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- c. Chickasaw language
 - d. Foods
 - e. All of the above
8. Which title is used currently to address the “supreme executive power” of the Chickasaw Nation?
- a. Governor
 - b. Chief
 - c. *Minko*’
 - d. President
9. What does *Minko*’ translate to in English?
- a. Hello
 - b. Father
 - c. Leader
 - d. Eagle
10. How many members make up the Chickasaw Nation Legislature?
- a. 10
 - b. 13
 - c. 16
 - d. 19

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Student Activity

Instructions: Connect the numbers, and color the stickball player to see him in action!

