

## **Early Chickasaw Education**

### **Lesson Plan - Grades 9-12**

#### **BENCHMARKS**

This lesson falls under the following Oklahoma Academic Standards:

- (1) **Oklahoma History and Government Content 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 (1800-1940s) upon Native American's identity, culture, traditions, and tribal government and sovereignty.
- (2) **U.S. History Content Standard 1. 2A:** Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experience at Ellis Island.
- (3) **U.S. History Content Standard 1. 2B:** Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.

#### **LESSON SUMMARY**

In this lesson, students will learn more about pre-removal Chickasaw education from a missionary perspective and a Chickasaw perspective. The students will accomplish this by viewing the PowerPoint presentation, answering posed questions and writing a journal entry from a Chickasaw student's perspective of that time.

#### **LESSON IMPORTANCE**

Knowing about early Chickasaw education will help students have a better understanding of the importance the Chickasaws saw in ensuring the education of their youth in the changing world around them. Students will also have a better understanding of what essentially led to the development of a new government and educational system post-removal for the Chickasaw Nation.

#### **LESSON TARGET**

By the end of this lesson, students will be able to understand and explain early Chickasaw education and how Chickasaws used the knowledge they obtained to create effective leaders, a new system of government and set the standards for education in Indian Territory.

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#### **PROCEDURE OBJECTIVES**

1. The students will view a PowerPoint presentation.
2. The students will answer and discuss posed questions.
3. The students will write a journal entry from a Chickasaw student's perspective of that time.

### PROCEDURE MATERIALS

1. Computer
2. Projector
3. Notebook/Paper
4. Pencils/Pens

### PROCEDURE ATTACHMENTS

1. PowerPoint
  2. Script with discussion questions
  3. Maps
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### SET (3 to 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' age or maturity level, you may choose to deviate from the script as you see fit.

“When you think of Chickasaw education, mainly schools, what comes to mind? [Pause for response.] Do you think of uniforms or a typical classroom setting or do you picture something from this century or the nineteenth century? [Pause for response.] Even if you are not familiar with the Chickasaws’ education, you still have an image that comes to mind. Let us look back and see how education for the Chickasaw people differs from general education today.”

### PROCEDURE (20 min.)

1. The teacher will begin the PowerPoint and read from the script provided asking questions to encourage students to think and participate.
2. As students are listening to the lecture from the teacher, they will use information provided from the script to write their journal entry.

### MATERIALS

1. PowerPoint
2. Script with questions
3. Maps
4. Pens/Pencils
5. Notebook/Paper

### EVALUATION

The teacher will evaluate participation based on answering questions and participating in discussions.

### ACTIVITY PROCEDURE (15 min.)

1. The teacher will introduce the activity to the students: “Now, imagine that you are a Chickasaw student during this time attending a mission school. How would you feel?

Describe your friends, your teacher and your classroom. Describe how you feel about speaking a new language?"

2. The students will respond to the questions by writing a journal entry.
3. After the students have completed their journal entry allow the students to share and discuss their perspectives in class.

**MATERIALS**

1. Notebook paper
2. Pen/Pencil

**EVALUATION**

The teacher will read and/or listen to the students' journal entries, and grade them for content, creativity and prose. The teacher might also consider offering a small reward to the student with the best speech, if more than one student participates.

**CLOSURE (3 to 5 min.)**

"What was the main focus of today's lesson? Who was Thomas Stuart? What pivotal moments in Chickasaw history did he witness? [Wait for responses.] Even though the goals of the missionaries were to civilize and assimilate the Chickasaw people, the leaders were not going to let that happen but used it in a way to educate their people in the new changing world. This provided them with strong capable leaders for their tribe, and they began to set the standards in education after removal.

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**REINFORCEMENT**

1. The teacher should ask questions about today's lesson to reinforce the material.
2. The final test covering all unit questions about today's lesson should be asked pulling from questions within the script.