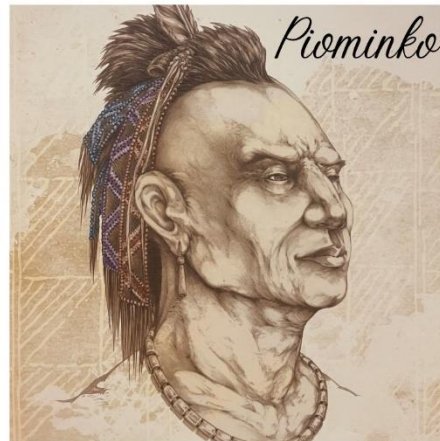


Chickasaw

Student Curricula



Chickasaw Leaders in the Historic Homeland

ELEMENTARY

Essential Questions:

- In what ways are Chickasaw leaders Piominko, Payamataha and Tishominko historically significant?
- What steps and actions did these three leaders take to protect and preserve Chickasaw lifeways and culture?

Learning Goals and Objectives:

- To identify important events in the lives of Piominko, Payamataha and Tishominko
- To describe the changes the Chickasaw people experienced regarding their lands and self-governance
- To identify the significance of Chickasaw history in the context of American and world history

**Please note this lesson plan identifies three Chickasaw leaders who served the Chickasaw people in the historic Homeland. This is not a comprehensive list, and other Chickasaw leaders served in the Homeland.*

Materials/Resources:

Historic Chickasaw Homeland Map

Piominko, Payamataha and Tishominko profiles

[Oklahoma Historical Society](#)

[Chickasaw Nation Curriculum](#)

Vocabulary:

Seal	Treaty of Hopewell	Treaty of Pontotoc Creek	Alliance
Minko'	Tribal Sovereignty	Boundaries	Seize
Orator	Amendments	Negotiator	Notable
Rout	Diplomat	Matrilineal	Council
Influence	Dispute		

This list includes many words that students will encounter not only in the background information but also in future readings and standardized tests. It is recommended that the teacher point out these terms and discuss them with students. It is not necessary for students to memorize all the terms but rather to become more familiar with the words.

Lesson Plan

Engage:

Activity 1: “Where in the World?”

In this activity, students will identify the boundaries of the historic Chickasaw Homeland and the adjacent states. They will use different colored crayons or colored pencils to color each one of the states, and they will use vertical and perpendicular lines to mark the historic Chickasaw Homeland. This will help students get a visual image of the original Chickasaw lands. Later, when they watch the video about the Treaty with the U.S. and Chickasaws of 1786 (also referred to as Treaty of Hopewell), they will refer to this map to observe the shrinking of the boundaries and the loss of land suffered by the Chickasaws.

After students have colored the map, ask them to identify what feature marked the western boundary of the historic Chickasaw Homeland.

Explore:

Activity 2: “Brother vs. Brother” (Payamataha)

- Before watching the video below, the teacher should ask students: When the American Revolution broke out, do you think the Chickasaws helped the British or the Americans, or did they remain neutral? What might they have taken into consideration when deciding whether to fight for one side or another?
- Watch the online video (1:00) “[Payamataha’s Pursuit of Peace](#).”
- After watching the video, students should discuss Payamataha’s decision to stay neutral. Students may give their opinion on this decision and consider which path they would have taken in this situation.

Activity 3: “Deal or No Deal” (Piominko)

- The teacher should explain that in 1786, Piominko was one of the Chickasaw leaders who signed the Treaty with the U.S. and Chickasaw (Treaty of Hopewell). The Treaty of Hopewell is important for three main reasons:
 1. It marked the first time the official name “The Chickasaw Nation” was used.
 2. It marked the boundaries of the historic Chickasaw Homeland (located in what is now southwest Kentucky, western Tennessee, northwest Alabama and northern Mississippi).
 3. It established peaceful relations between the Chickasaw Nation and the United States.
- The teacher should then ask the students to explain which one of these parts of the treaty is the most important.
- Students should then read the two excerpts from the Treaty of Hopewell and watch the video that follows. They may then discuss the meaning of the text with the teacher and what happened after the treaty was signed. Note that some of the language might be academically

challenging for the student (“hereby,” “viz.”). The teacher should assist the students in understanding the meaning from context.

- Excerpt A (from Article 3 of the “Treaty of Hopewell”):

“The boundary of the lands hereby allotted to the Chickasaw Nation to live and hunt on, within the limits of the United States of America, is, and shall be the following, viz: Beginning on the ridge that divides the waters running into the Cumberland, from those running into the Tennessee, at a point in a line to be run north-east, which shall strike.”

- Excerpt B (from Article 4 of the “Treaty of Hopewell”):

“If any citizen of the United States, or other person not being an Indian, shall attempt to settle on any of the lands hereby allotted to the Chickasaws to live and hunt on, such persons shall forfeit the protection of the United States of America, and the Chickasaws may punish him or not as they please.”

- After reading the excerpts above, the teacher should share the following questions with the students. The students should listen for these answers while watching the video.
- Questions for discussion:
 1. How many acres did the historic Chickasaw Homeland include? (4-5 million)
 2. Approximately how many people lived in the historic Chickasaw Homeland? (5,000)
 3. How did the U.S. government explain why it later decided to break the treaty? (The U.S. decided that it was too much land for too few people. They also felt that the U.S. Army did not have enough soldiers to stop intruders from violating the treaty.)
- Then, the students should watch the online video (1:58) “[The Treaty of Hopewell, Soon Ignored.](#)”
- After watching the video, the students should determine how many answers they heard.

Activity 4: “Piominko and Washington: A Match Made in Philadelphia”

- Students should watch the following short video and answer the following questions in their journals.
 1. After the American Revolution, the Chickasaws lacked food and supplies because of drought and warfare, so Piominko made a 1,000-mile journey in 1794. Where did he go? (Philadelphia)
 2. What promises did George Washington make to Piominko? (Washington promised that the U.S. Army would defend the boundaries of the Chickasaw Nation.)
- Have students watch the online video (1:00) “[A Promise from President Washington.](#)”
- After watching the video, the students should determine how many answers they heard.

Activity 5: “Tishominko”

- Before watching the video below, the teacher should provide students with the following questions. Teachers should ensure that students understand the questions.
- Video Viewing Guide Questions:

1. Did Tishominko fight for the Chickasaw Nation, for the U.S. or for both? (1:30)
(Tishominko fought for the Chickasaw Nation AND the U.S. government.)
 2. In what famous battle did Tishominko fight beside Andrew Jackson in 1815? (1:35) (The Battle of New Orleans)
 3. What did Andrew Jackson want after he won the last Battle of New Orleans against the French? (2:08) (After the Battle of New Orleans, President Jackson wanted tribal land.)
 4. The Pontotoc Creek Treaty of 1832 said the Chickasaws had to give up all their land east of what river? (3:18) (Mississippi River)
 5. What happened to Tishominko when he seized goods from two traders who trespassed on Chickasaw Nation lands? (3:38) (Tishominko was thrown in jail.)
- After confirming that the students understand the questions, the students should put the questions away and watch the video once or twice as needed.
 - Watch the [Tishominko: Hall of Fame](#) video on Chickasaw.tv (6:34)
 - Students should work in pairs to answer the questions by exercising their memory muscles. They should then share their answers with the class.

Explain:

Activity 6: “You’ve Got Mail!”

Students should imagine they have a pen pal in another state who sends them a letter/email:

Dear friend,

How are you? I am fine.

In school, we’ve been learning a lot about the Navajo Nation. I know you’ve been learning about the Chickasaw Nation.

The Navajo Nation shares land with the states of Arizona, New Mexico and Utah. In 1868, they signed the Treaty of Bosque Redondo with the United States. Their national seal has their four sacred mountains on it and a rainbow.

What have you learned about the Chickasaw Nation?

Write when you can!

Your friend.

Students should write a letter to respond to their pen pal.

Extend:

Activity 7: “Timeline”

Students should create a single timeline that includes important events from the lives of each leader. The students may use a printout of the background material provided at the beginning of this lesson to determine which events to include. The timeline may be supplemented by an equal number of events that happened elsewhere in the world during the time period. The following are some world event dates to include on a starter list (the events in bold are examples of what might

be added by the students). Note: The teacher may have students work in groups to develop a large timeline for the classroom or hallway, using butcher paper or poster board. Timelines may also include artwork or additional commentary.

1765: Payamataha confirms peace with the British and Choctaws at Mobile

1775: Beginning of the American Revolution (American colonists vs. British)

1783: End of American Revolution (American colonists vs. British)

1785: Beginning of Northwest Indian War (U.S. vs. First Americans in Ohio and Indiana)

1786: The Treaty with the U.S. and Chickasaw (Treaty of Hopewell) is signed

1789: George Washington becomes president of the United States

1792: Piominko receives the George Washington Peace Medal

1795: End of Northwest Indian War

1812: Beginning of War of 1812 (U.S. vs. British and First American allies, including Red Stick Creeks)

1815: End of War of 1812

1832: Tishominko arrested and jailed for seizing illegal trader goods

1837: The Chickasaws begin the forced removal from their historic Homeland to Indian Territory

Evaluate:

The teacher may choose to use a rubric to evaluate student work or performance. Other formative assessments such as “Think, Pair, Share,” “Three Way Summaries” or “Strategic Questioning” may be used to evaluate student learning.

ALIGNMENT TO OKLAHOMA ACADEMIC STANDARDS FOR THE SOCIAL STUDIES

GRADE 3 CONTENT STANDARDS

3.3.1 Understand and describe the relationship between historic events and chronology through the creation of basic timelines.

3.3.2 Read and interpret primary sources related to key events in Oklahoma’s past.

3.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.

3.3.6 Describe the migrations, settlements, relocations and forced removals of American Indians.

3.3.8 Distinguish between the points of view of both American Indians and settlers regarding the opening of territories in Oklahoma for settlement.

GRADE 4 CONTENT STANDARDS

4.1 The student will describe the features of self-government and the role of citizens of the United States.

4.1.1 Describe the concepts of democracy and representative government, including the rule of law, equality, the common good and individual rights. A. Explain the concept of civic responsibilities, including respect for the law, the necessity for compromise, civic participation and public service. B. Understand the necessity of respect for diversity of the individual and diversity of groups comprising American society.

4.1.2 Compare powers exercised by the local, state and national levels of governments, recognizing tribal sovereignty as a tribal nation's inherent right to self-govern.

SOCIAL STUDIES PRACTICES

3.B.2-3.2 Create and use maps, graphs and other simple geographic models to describe the physical and human features of the community and state.

3.A.4-5.4 Create timelines to identify multiple causes and effects from given information.

3.A.4-5.5 Explain multiple causes and effects of events and developments of the past or present.

4.A.2-3.3 Acquire new academic vocabulary; relate new words to prior knowledge and apply vocabulary in social studies.

4.B.2-3.3 Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.

5.A.2-3.3 Express an opinion about a topic by composing a written product and providing logical reasons as support.

Have you used this lesson plan in your classroom or have feedback? We would love to know!

Please email us at HistoryInquiries@Chickasaw.net.

Tishominko cover image from "Tishomingo" by Chickasaw artist Mike Larsen.