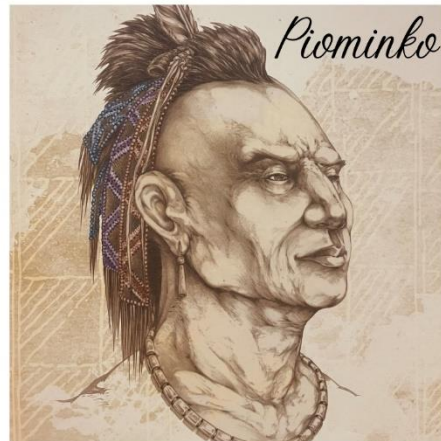


Chickasaw

Student Curricula



Chickasaw Leaders in the Historic Homeland

SECONDARY

Essential Questions:

- What does it mean to be a leader? How was leadership established in the early history of the Chickasaw people?
- Who was Piominko? How did his leadership transform the course of Chickasaw history?
- Who was Payamataha? What role did he play in diplomacy within early America?
- Who was Tishominko? How did Tishominko exercise Chickasaw sovereignty?
- How is the legacy of early Chickasaw leadership exemplified in the contributions of Piominko, Payamataha and Tishominko evident within the Chickasaw Nation today?
- What was the impact of Indian Removal on both Chickasaw people as well as on non-First American citizens?

Learning Goals and Objectives:

- To analyze the historical contributions made by Piominko, Payamataha and Tishominko and their legacies, which endure to this day.
- To analyze the evolution of Chickasaw leadership and relations with the United States government in the years prior to Removal and beyond.
- To compare the concept of leadership in the early history of the Chickasaw people with Chickasaw leadership as it is defined today.
- To utilize primary source documents to engage students in higher-level thinking as it pertains to historical events.

Background:

**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.*

Leadership in Chickasaw Society

In the historic Chickasaw Homeland, Chickasaw society once existed in duality, white and red, peace and war. Towns and leaders were divided into one or the other. Towns were semiautonomous, and each had a minko' (leader), but some roles and responsibilities varied by rank. Some leadership positions were hereditary, but others were earned.

One position was the Hopayi' Minko' (Prophet Leader). This was the highest war position and was earned through exceptional skill on the battlefield or by being particularly skilled in dealing with tribal and political affairs.

The Hopayi' Minko' was essentially a military and diplomatic strategist. He was in charge of predicting battle outcomes and making decisions to keep warriors safe. He also served as an ambassador and negotiator with foreign nations. Payamataha served as the Hopayi' Minko' for many years and established peace with European and other Southeastern Indian Nations. Piominko took over the position after Payamataha's death and was faced with negotiating with the newly

established, ever-growing United States. The assistant minko' served as a counselor to the prophet leader and would have been very involved in national affairs. Tishominko, whose name translates to “assistant leader,” would have offered the Hopayi' Minko' advice, and he was also a skilled warrior.

The late 18th and early 19th centuries were times of great change for the Chickasaw people. Payamataha (ca. 1710s-1784), Piominko (ca. 1750-1799) and Tishominko (ca. 1750s-1839) are celebrated leaders who helped guide the tribe through times of great change.

Materials/Resources:

“Our History Is World History” videos on Chickasaw.TV:

[The Lasting Historical Impact of the Chickasaws](#) (1:00)

[Treaty of Hopewell: A Broken Promise](#) (1:00)

[Piominko and Washington: a Friendship Cut Short](#) (1:30)

[Payamataha's Pursuit of Peace](#) (1:00)

[Piominko: Hall of Fame](#) video on Chickasaw.TV (4:56)

[Tishominko: Hall of Fame](#) video on Chickasaw.TV (6:34)

[Tishominko: Last Great Warrior Leader](#) video on Chickasaw.TV (3:00)

Profiles on Payamataha, Piominko and Tishominko

A.M.M. Upshaw to Harris Letter August 1, 1838

“Infant Pontotoc Celebrated Fourth” Newspaper Article

Cowger, Thomas W. and Mitch Caver. *Piominko: Chickasaw Leader*. Ada, OK: Chickasaw Press, 2017.

Classroom Resources Provided:

Chickasaw Removal Podcast Mapping Graphic Organizer, Chickasaw Removal Character Connections Graphic Organizer, Golden Mic Podcasting Awards

Vocabulary:

Clan	Treaty of Hopewell	Treaty of Pontotoc Creek	Homeland
Minko'	Diplomatic Relations	Chickasaw Bluffs	Primary Source Document
Orator	Tribal Sovereignty	Chickasaw Removal	Indian Agent
Sic	Emigration	Ferriage	

Lesson Plan

Engage:

Defining leadership can be a challenge, with as many different definitions as there are leaders themselves. In this engagement strategy, students are tasked with creating graffiti wall art to illustrate their understanding of leaders and leadership.

Activity 1: “Leadership Graffiti Wall – Tag It!”

Divide students into four small groups of graffiti artists. Each group should be provided with a length of butcher paper for creating their artwork, one of the following four questions and an array of markers, crayons and pens of different colors. This is an interactive art/learning project! In their groups, student artists will generate their ideas about leadership in the form of graffiti, filling the butcher paper with as much color, statement and imagery as possible. Groups should be given five minutes to answer their question before moving on to the next artwork, which they will, in turn, contribute to in color, statement and imagery. After graffiti artists have tagged all works and returned to their original pieces, they should be given five minutes to analyze and construct a 25-word response (max) to the question associated with their artwork. When time is called, students should share their art and written responses with the class. Graffiti should be proudly displayed on empty walls inside or outside of the classroom.

1. What words do you associate with leadership? State them!
2. What does leadership look like? Draw it!
3. What inspires someone to follow a leader? Feel it!
4. How would you explain leadership to a student much younger than you?

Activity 2: “Now Hear This: Engaging Students with Primary Source Documents Through the Use of Podcasting”

Primary source documents are history in the flesh, original documents created in a time and space long past. Engaging students with original documents from the time period being studied can breathe life into a bygone era as they allow students to experience this history in a profoundly personal way. The use of primary source documents promotes curiosity, critical thinking and a deeper understanding of history as a series of very human events.

Attached are two primary source documents. The first, a newspaper article entitled “Infant Pontotoc Celebrates Fourth,” reflects upon the impact Indian Removal had on local citizens who observed it firsthand. The second is a letter from the Indian Agent A.M.M. Upshaw, who served as superintendent of Chickasaw Removal from 1832 to 1849, to C.A. Harris, United States Secretary of Indian Affairs.

Using dramatic storytelling, well-chosen theme music and rich historical details, students will create a mini podcast (five to 10 minutes) to tell the story of Chickasaw Removal. The teacher

will introduce the podcast project and provide students with copies of the two primary source documents that will serve as the subject matter for the podcast. Students will also be given the article “Through Our Own Eyes: A Chickasaw Perspective on Removal” to gain further understanding of this pivotal event in American history.

To guide them in planning their podcast, students will also be given two graphic organizers. The first is a brainstorming/mapping template that will focus on visualizing the story of the Chickasaw Removal and the historical details they wish to highlight. The second ties directly to the first but focuses on the story of the people involved and their connection to the historical event of Removal.

Before students begin planning, the teacher should lead a class discussion of the primary source documents. Questions by the teacher should elicit student reactions to the firsthand accounts of Removal. Possibilities might include: What surprises you about these accounts? What powerful images and words do you see and hear? Do these documents support or contradict what you thought you knew about Chickasaw Removal (or Indian Removal altogether)? What happened with supplies provided by the U.S. government for First Americans during Removal? What questions do these documents raise for you?

Once students have accessed and discussed the primary sources and completed the planning stages with the graphic organizers, each team will create its own mini podcast of five to 10 minutes. Allow time for the filming, production and airing of all podcasts. Afterward, a “Golden Mic” classroom awards ceremony can be held, highlighting their achievements. See Certificates and Graphic Organizers attached in the Folder of Classroom Resources.

Explore:

Activity 3: “View, Think, Summarize”

By reading background material and viewing the short Chickasaw.TV documentary episodes about Piominko, Payamataha and Tishominko, students will deepen their understanding of the contributions made by these tribal leaders in the early days of Chickasaw history.

[Payamataha’s Pursuit of Peace](#) (1:00)

[Piominko: Hall of Fame](#) (4:56)

[Tishominko: Hall of Fame](#) (6:34)

Prior to reading the background material and viewing the Chickasaw.TV documentary episodes listed above, students will be asked to look for examples of leadership and accomplishment in these historical figures. Teachers should provide students with specific “indicators” while viewing to help students purposefully focus their thinking. After watching the episodes, students should turn and talk to an elbow partner, thinking aloud about what they have just learned about each of the Chickasaw leaders. Finally, students will be asked to summarize key points and

details gleaned from viewing the episodes and debriefing with partners. Summaries may be used as exit or entrance tickets, included in note-taking or used to pose questions for further inquiry.

Explain

Activity 4: “Found Poem”

Found poetry is created using carefully curated words and phrases selected from an existing text. Students arrange and reorder the language to construct meaning in new and powerfully creative ways. In constructing found poems, students review material and synthesize their learning. Writing found poetry involves determining the important details in a text, listening for internal rhythms and tones of language, and perceiving these elements in a way that leads to increased comprehension of the text and its meaning.

Students will create a found poem using words and phrases from an existing text. In this assignment, students will use the background information provided, choosing to highlight either Piominko, Payamataha or Tishominko using the following steps to compose their poems:

1. **Engage** in a close reading of the background information provided, even reading aloud to hear the rhythm and tone of the language.
2. **Select** approximately 25 powerful words or phrases from the text and copy onto note cards or sticky notes.
3. **Arrange** the words and phrases selected into a poem. Poems should be created to highlight the contributions and honor the legacies of these historic Chickasaw leaders.
4. **Revise** the poem until satisfied it captures the spirit of Piominko, Payamataha or Tishominko. Additional suggestions: Do NOT focus on rhyme. Important words or phrases can be repeated for effect. Only words contained within the background information may be utilized in creating the poem. Choose a title for the poem that does not include the leader’s name.
5. **Share** the poems during a poetry reading. To authenticate the event, special guests might be invited, music should be played and foods could be shared as refreshments for the culminating activity.

Activity 5: “Word Splash”

Word Splash is a creative and fun learning strategy to engage student curiosity and thinking around a particular topic.

Instructions:

1. Students will work with partners to complete the word splash activity. Each team will choose either Piominko, Payamataha or Tishominko to feature in their word splash.
2. Using the background information and video resources provided, students will list approximately 50 words specifically chosen for their significance to their chosen subject’s leadership and legacy. Students will utilize a free word splash generator (e.g.,

WordArt.com) to create and customize graphic designs that highlight the contributions and legacy of their chosen Chickasaw leader.

3. Once the word splash has been created, students will present their artwork to classmates, explaining the most significant elements of their graphic designs.
4. Word splash creations are visually stunning and should be displayed in the classroom or hallway.

Extend

Activity 6: “YouTube Stars of Yesteryear -- A Vlogging Activity”

The teacher should begin by showing students several fun and appropriate examples of teenage vloggers. A quick YouTube search will yield several excellent examples. Students themselves can be a great resource for identifying interesting young adults to follow on YouTube, Instagram and other approved social media platforms. After engaging in discussion of what the necessary ingredients are for a successful vlog, students should be sorted into teams of three or four to research, plan, create, film and present their own version of the video assignment. Students should focus on presenting “a day in the life” of Piominko, Payamataha or Tishominko. Historical figures may be chosen at student’s discretion or selected by the teacher. Students may choose an interview format with one student in the role of reporter interviewing one of the three historical figures. The remaining student(s) provide technical support, wardrobe and videography. Another possibility is a “conversation” between two of the historical figures. During the planning phase, students should carefully use the background information to create historically accurate portrayals of Piominko, Payamataha or Tishominko. It might also be fun for students to reimagine those characters as their contemporaries, plucking them from history and placing them in the context of the modern world. The possibilities for using the vlog as a tool for driving student engagement and creativity are endless. Vlogs should be kept to a maximum duration of five minutes. A smartphone with video capabilities will render a high-quality product that students can publish confidently. Finished products may be published to classroom social media platforms or other approved outlets.

Evaluate:

The teacher may choose to evaluate written responses in the “View, Think, Summarize” activity, student writing in the “Found Poem” activity, final production of the YouTube vlogging activity or may use the questions for discussion as an assessment tool. Other formative assessments, including exit/entrance tickets, may be used to evaluate student learning and mastery of content.

Questions for Discussion and Assessment

1. European notions of power and privilege were based on inheritance (birthright) and rank, causing them to deem Chickasaw leaders as the “minko’,” a Chickasaw word meaning

leader. How did this concept of leadership and influence differ from early Chickasaw traditions?

2. The hundred years dating from approximately 1740 to 1840 bore witness to some turbulent and historically significant changes in the early history of the Chickasaw Nation. Explain.
3. How did Piominko's involvement in signing the Treaty with the United States and Chickasaw of 1786 (Treaty of Hopewell) forever alter the lives of the Chickasaw?
4. Revered as a valiant war leader and elder among his people, Payamataha kept the Chickasaw people safe with his strongly held belief in neutrality. Why was this strategy such an effective one?
5. How are Tishominko's contributions to early tribal history remembered and celebrated in modern Chickasaw culture today?

Alignment to the Oklahoma Academic Standards for the Social Studies

OKH.1 The student will describe the state’s geography and the historic foundations laid by American Indian, European, and American cultures.

OKH.1.3 Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.

OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.

OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.

OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.

USH.1.3.C Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians. Examine the rationale behind federal policies toward American Indians, 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.

Social Studies Practices

3.A.9-12.2 Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.

3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.

3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.

4.A.9-12.3 Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.

4.B.9-12.1 Evaluate the extent to which historical, cultural, and/or global perspectives affect an author’s state or implied purpose.

5.A.9-12.2 Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure.

5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.

Alignment to the Tennessee Academic Standards for Social Studies

TN.05 Describe the influx of British and French settlers and fur traders in the Tennessee region and their impact on American Indian tribes.

TN.06 Explain the contest between the British, the French, and American Indians for land in the Tennessee region prior to the French and Indian War.

TN.11 Analyze the conflicts between early Tennessee settlers and American Indians.

TN.19 Describe Tennessee's involvement in the War of 1812 (e.g., Tennessee volunteers, Felix Grundy, Andrew Jackson, etc.), and analyze the role of American Indians during the war.

TN.20 Describe the significance of the Mississippi River, the Jackson Purchase, and the introduction of cotton in the rapid growth of Memphis and West Tennessee.

TN.23 Describe the impact of the Indian Removal Act and the Trail of Tears on Tennessee.

US.02 Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.

Social Studies Practices

SSP.01 Collect data and information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, photographs, artwork)
- Artifacts
- Media and technology sources

SSP.02 Critically examine a primary or secondary source in order to:

- Extract and paraphrase significant ideas and relevant information
- Distinguish the difference between fact and opinion
- Draw inferences and conclusions
- Recognize author's purpose, point of view, and bias
- Assess the strengths and limitations of arguments

SSP.03 Synthesize data from multiple sources in order to:

- Recognize differences among multiple accounts
- Establish validity by comparing and contrasting multiple sources
- Frame appropriate questions for further investigation

SSP.04 Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas
- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

SSP.05 Construct and communicate arguments citing supporting evidence to:

- Demonstrate and defend an understanding of ideas

- Compare and contrast viewpoints
- Illustrate cause and effect
- Predict likely outcomes
- Devise new outcomes or solutions

SSP.06 Develop a geographic awareness by:

- Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global)
- Determining the use of diverse types of maps based on their origin, structure, context, and validity
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships
- Analyzing interaction between humans and the physical environment
- Examining how geographic regions and perceptions of regions are fluid across time and space

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.