



**The Chickasaw Nation**  
***Elementary Student Curriculum***  
**(Teacher Edition)**  
**Unit 3: Lesson 1**  
**The Battle of *Hikki'ya'* (*Ackia*)**

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# Unit 3: Lesson 1

## The Battle of *Hikki'ya'* (*Ackia*)

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#### 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 3. 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, student quiz 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.

The Chickasaw Nation would like to thank you for your support. If you have any questions, please contact Mr. Joe Thomas, special assistant to the secretary of the Chickasaw Nation 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 2014 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 4

- ✓ **United States Studies, *Regional Geography and History*, Content Standard 1.2C:** Identify the historic significance of major national monuments, historic sites and landmarks, including the Jefferson, Lincoln, and Washington Monuments, the White House, the United States Capitol, the United States Supreme Court, Mount Vernon, Monticello, Colonial Williamsburg, Jamestown Historic Site, Dr. Martin Luther King, Jr. National Historic Site in Atlanta, Ellis Island, the Statue of Liberty, the 9/11 memorials, Independence Hall, the Jefferson National Expansion Memorial/Gateway Arch in St. Louis, the Oklahoma City National Memorial, Mount Rushmore, Little Bighorn National Monument, the Golden Gate Bridge and Pearl Harbor National Park.
- ✓ **United States Studies, *Regional Geography and History*, Content Standard 2.4:** Identify and evaluate instances of both cooperation and conflicts between Native American groups and European settlers arising from the Columbian

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Exchange, including agriculture, trade, cultural exchanges, military alliances, wars and control of territory.

#### Grade 8

- ✓ **United States History *Creating the United States: The Foundation, Formation and Transformation of the American Nation, 1754-1877*, Content Standard 2.2C:** Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence, including the decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories.

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#### Lesson Plan

#### BENCHMARKS

The following Oklahoma Academic Standards, as outlined in the Oklahoma State Department of Education’s 2014 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 4: United States Studies, *Regional Geography and History*, Content Standard 1.2C.**
- ✓ **United States Studies, *Regional Geography and History*, Content Standard 2.4.**
- ✓ **Grade 8: United States History *Creating the United States: The Foundation, Formation and Transformation of the American Nation, 1754-1877*, Content Standard 2.2C.**

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.*

“During the early 1700s, the Chickasaw found themselves in the midst of a feud between the Natchez and the French. The Natchez were a small, yet fierce, tribe very similar to the Chickasaw in terms of culture and location. The tribe resided along the Natchez Trace, a series of ancient animal trails throughout the North American Southeast, hence the name ‘Natchez.’ The tribe was ultimately forced out of their homeland by the French. After numerous quarrels back-and-forth between the two nations, the Natchez leadership decided to seek asylum amongst the Chickasaw to avoid annihilation of their people, culture and livelihood. The Chickasaw accepted the fleeing Natchez with one stipulation—they must relinquish their identity as Natchez and become Chickasaw. This inclusionary (*designed to accommodate*) act by the Chickasaw further upset the French. Moreover, the Chickasaw’s alliance with the British, another group whom the French despised, further intensified their dislike of the two nations.

“Have you ever found yourself in the middle of a situation or confrontation where you felt as though you needed to keep someone from getting into a fight, or help someone

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deal with a bully? What steps did you take to help resolve the issue? How did this make you feel? [Take a couple of minutes to talk about the question. Answers will vary.]

“I agree! Finding yourself in the middle of a confrontation can be challenging and overwhelming. The same is true regarding the Chickasaws. They could have chosen to distance themselves from the Natchez to ensure neutrality between the two nations. However, the Chickasaw leaders understood stepping in and providing protection for the Natchez was the right thing to do. Have you ever encountered a situation where the right thing to do was the hardest? [Take a couple of minutes to talk about the question. Answers will vary.]

“In this lesson, we will be discussing the events that led up to the historic Battle of *Hikki'ya'* [hick-key-uh]. *Hikki'ya'* is the Chickasaw village where the battle between the Chickasaw and French occurred, commonly known today as *Ackia* [ack-key-uh]. In this lesson, the Chickasaw word will be used to describe the Chickasaw village, yet both *Hikki'ya'* and *Ackia* refer to the same Chickasaw village site.”

#### OBJECTIVES

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

#### READING PROCEDURE (20 min.)

- a. The teacher will select students to read each slide. If needed, two or more students may be asked to read from slide to 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 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. PowerPoint presentation (provided)
2. Notebook paper
3. Pencils/pens

#### EVALUATION

The teacher will grade students based on some combination of the following: oral reading, participation in discussion and any comments made that the teacher considers particularly insightful. Additionally, the teacher will grade the students based on any notes taken during the presentation. These grades may be evaluative or for completion, at the teacher's discretion.

#### ACTIVITY PROCEDURE (20 min.)

- a. The teacher will introduce the activity to the students: “Now that you have learned about the events that led up to the battle and the battle itself, it is time to see how well each of you paid attention.” The student activity can be used as an individual activity or the students can work together, at the teacher's discretion.
- b. The teacher will supervise the students as they complete the crossword puzzle.
- c. At the end of the period, the teacher will ask the students questions from the crossword puzzle, and students will have the opportunity to call out the answers.

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#### MATERIALS

1. Crossword puzzle (provided)
2. Pencils/pens

#### EVALUATION

The teacher will grade students based on participation. These grades may be evaluative or for completion, at the teacher's discretion.

#### CLOSURE (5 min.)

“So, what have we learned today? The Chickasaws found themselves in the crosshairs of a battle that did not originally involve them. However, the Chickasaw leaders understood that the best course of action was to allow the fleeing Natchez refuge. Why do you think the Chickasaw leaders chose to accept the Natchez into their tribe? [Take a few minutes to discuss the question.] That is correct! The Chickasaw leaders knew that without their support, the Natchez tribe would ultimately fall victim to the French army. By taking in the Natchez Indians, the Chickasaws gained more citizens, warriors and support to ultimately force the French out of Chickasaw territory for good. In life, you will find the best thing to do may be the hardest of tasks. However, by staying true to your values and working together, you too can overcome adversity and challenges.”

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**Reference Material**

Please refer to the provided PowerPoint presentation.

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#### Discussion Questions

1. What events led up to the French driving the Natchez from their homeland?
  - a. **Sample answer:** *On November 28, 1729, the aggravated Natchez warriors launched a revolt against the French for their transgressions at Fort Rosalie and the Natchez settlement established by the French. The destruction of the Natchez settlement began a war between the French and the Natchez, ultimately causing the Natchez to flee from their homeland.*
2. Why did the French seek to destroy the Chickasaw?
  - a. **Sample answer:** *Given the fact that the French drove the Natchez from their homeland, the Chickasaw leaders decided to allow the fleeing Natchez to seek protection among them in early 1731. When the French approached the Chickasaws requesting to have the Natchez handed over, the Chickasaws did not oblige. Additionally, the Chickasaw's previously existing alliance with the British only cemented the French resolve to destroy the Chickasaws, as well as the Natchez.*
3. The Battle of *Hikki'ya'* is most notably remembered as the battle between the Chickasaw and French. However, the Chickasaws were up against additional forces allied with the French. Who were the additional forces fighting against the Chickasaw?
  - a. **Sample answer:** *The Chickasaw found themselves in the midst of a feud between the Natchez and the French. The Chickasaws accepted two fleeing villages of Natchez into their tribe. This only angered the French and their allies. The forces supporting the French included the northern tribes, like the Huron and Illinois, the Choctaws and French-African soldiers. Both the Natchez and the Chickasaws battled the French and their allies during the Battle of *Hikki'ya'* in 1736.*
4. The Chickasaws requested peace with the French on several occasions. What was promised from the Chickasaw's request?
  - a. **Sample answer:** *The Chickasaws asked for peace several times to no avail, until Jean-Baptiste Le Moyne, Sieure de Bienville (Louisiana governor following Perier) made a deal with a few Chickasaw leaders. Bienville would allow the Chickasaws three months of peace to plan an attack on the Natchez, and after the Chickasaws destroyed the Natchez, he would leave them be. However, the Chickasaws had no intentions of attacking the Natchez and presented excuses as to why they could not oblige Bienville's request.*
5. In your opinion, how did the Chickasaws defeat the French and drive them from Chickasaw Territory?

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- a. **Sample answer:** *While the French were equipped with military weapons and 1,300 soldiers, almost twice the number of Chickasaw warriors, the French did not understand that the Chickasaws were not to be taken lightly. The Chickasaw warriors understood that taking out the captain, or leader, of the soldiers would weaken the army. As the Chickasaws rid the French soldiers of their captain, the soldiers began to cower behind burning cabins, becoming easy targets for the Chickasaws to pick off. The Chickasaws also devised a strategy to fire their guns from holes in the walls of their fort. About 70 men lay dead or wounded around the Chickasaw's forts. Bienville watched from a distance as his army and victory fell to pieces.*

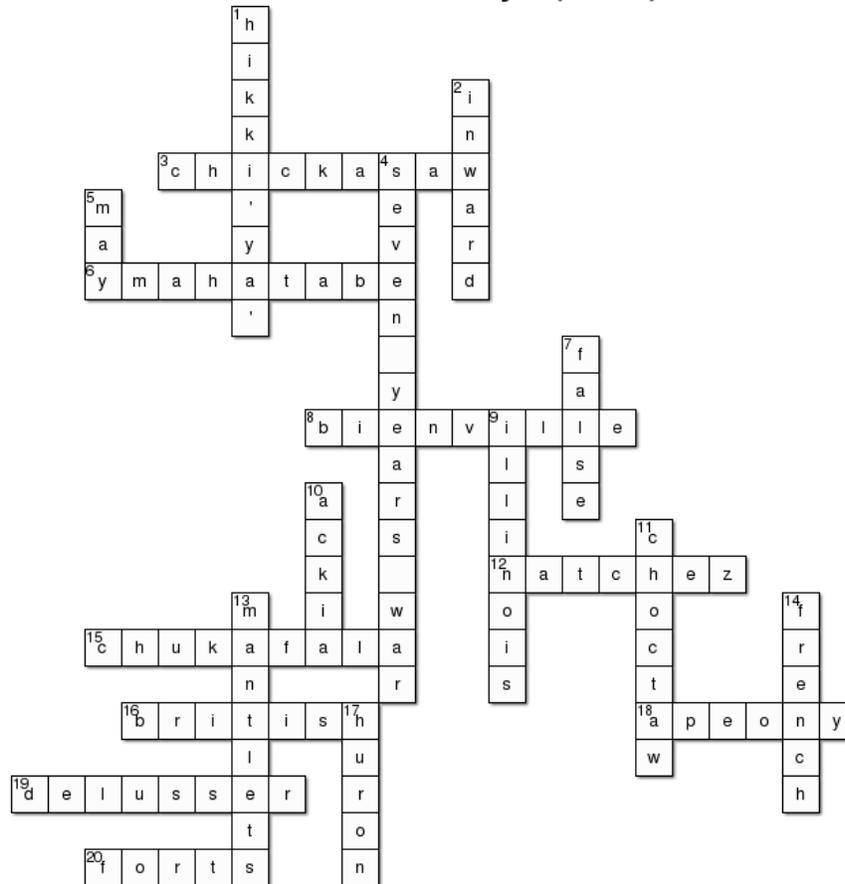
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## Student Activity

Complete the crossword puzzle below.

Name: \_\_\_\_\_

### The Battle of Hikki'ya' (Ackia)



Created with TheTeachersCorner.net [Crossword Maker](http://www.theteacherscorner.net)

#### Across

3. Southeastern tribe that protected the Natchez. (**chickasaw**)
6. Chickasaw leader who presided over the village of Hikki'ya'. (**ymahatabe**)
8. Louisiana governor during the Battle of Hikki'ya'. (**bienville**)
12. Launched an attack against the French on November 1729. (**natchez**)
15. Chickasaw village also known as Long Town. (**chukafala**)
16. Allied with the Chickasaw Nation during the 1700s. (**british**)
18. One of three Chickasaw villages the French tried to capture. (**apeony**)
19. Captain of the French army who died during the Battle of Hikki'ya'. (**delusser**)
20. Structures that provided protection to tribal nations. (**forts**)

#### Down

1. Another name for the Chickasaw village Ackia. (**hikki'ya'**)
2. The direction the Chickasaw forts leaned. (**inward**)
4. Another name for the French and Indian War of 1763 (**seven years war**)
5. The month in which the Battle of Hikki'ya' took place. (**may**)
7. True or false: The Chickasaw Nation was defeated by the French in 1736. (**false**)
9. Northern tribe that allied with the French. (**illinois**)
10. Another name for the Chickasaw village Hikki'ya'. (**ackia**)
11. Southeastern tribe that allied with the French. (**choctaw**)
13. Thick, padded mats equipped by the French army. (**mantlets**)
14. European nation who attacked the Natchez. (**french**)
17. Northern tribe that allied with the French. (**huron**)

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#### Student Quiz

1. What initiated the Battle of *Hikki'ya'*?
  - a. Transgressions at Fort Rosalie
  - b. The Natchez siding with the Chickasaw
  - c. The massacre of a village
  - d. The British selling the Natchez people for slaves
2. What year did the Natchez launch a revolt against the French, ultimately leading to the Battle of *Hikki'ya'*?
  - a. 1769
  - b. 1629
  - c. 1794
  - d. 1729
3. Who were the Natchez fighting against during the Battle of *Hikki'ya'*?
  - a. British
  - b. French
  - c. Spanish
  - d. English
4. From which tribe did the remaining Natchez seek protection?
  - a. Chickasaw
  - b. Choctaw
  - c. Huron
  - d. Illinois
5. How many French soldiers were involved in the Battle of *Hikki'ya'*?
  - a. 500
  - b. 700
  - c. 1,000
  - d. 1,300
6. During the battle, who did the French send out first?
  - a. Choctaw warriors with bows and arrows
  - b. French soldiers with cannons
  - c. French-African soldiers with mantlets
  - d. French soldiers with guns
7. What year did the Natchez seek refuge among the Chickasaws?
  - a. 1731
  - b. 1729
  - c. 1654

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- d. 1826
8. How many Chickasaw villages were the French trying to capture to get to the Natchez?
- a. Two
  - b. Three**
  - c. Five
  - d. Seven
9. How long did the Battle of *Hikki'ya'* last?
- a. Four years
  - b. Seven years**
  - c. Two years
  - d. Five years
10. Who was the Chickasaw leader presiding over the village of *Hikki'ya'* during this time?
- a. *Tishominko*
  - b. *Piominko*
  - c. *Ymahatabe***
  - d. *Payamataha*

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#### Reference List

For more information, see the following sources:

Atkinson, J.R. (2004). *Splendid Land, Splendid People: The Chickasaw Indians to Removal*. Tuscaloosa, Alabama: University of Alabama.

Dyson, J. (2014). *The Early Chickasaw Homeland*. Ada, Oklahoma: Chickasaw Press.

