

CHICKASAW
Heritage Series

CURRICULUM

E L E M E N T A R Y

CHOKMA!



We are pleased to offer curriculum that explores the Chickasaw Nation's unique history, culture and traditions. Designed to instruct various age groups, this program features information on such diverse subjects as Chickasaw people of note and leadership, significant Chickasaw events impacting world history and historic sites both in Oklahoma and beyond. Chickasaw historians, researchers, archaeologists, tribal elders and other educators contributed to create a didactic plan that tells our story. 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. We appreciate your interest and hope this curriculum serves you well in your educational endeavors.

Sincerely,

A handwritten signature in black ink that reads "Bill Anoatubby". The signature is written in a cursive, flowing style.

**BILL ANOATUBBY, GOVERNOR
THE CHICKASAW NATION**

CHICKASAW
Heritage Series



**FIRST
ENCOUNTER**

CULTURES IN CONTACT
AND CONFLICT

E L E M E N T A R Y

ESSENTIAL QUESTIONS:

- Why did the Spanish come to North America?
- How can cultural traditions such as storytelling help us learn about the past?
- Why are cultural traditions so important?
- How did the Spanish encounter with the Chickasaws impact their lives?



LEARNING GOALS/OBJECTIVES:

- Identify the goals of Spanish exploration in North America
- Describe the initial encounters between the Chickasaws and the Spanish expedition led by Hernando de Soto
- Explain the impact of the arrival of Europeans on the Chickasaw people
- Compare and contrast the ways of life of the Chickasaws and Spanish Explorers



BACKGROUND:

Before the first European party reached Chickasaw territory in 1540, the Chickasaws were a strong, thriving people. In 1540, Chickasaw warriors spotted Spanish explorers near the upper waters of the Tombigbee River. The Spaniards, led by Hernando de Soto, were in search of gold. The Spanish explorers were amazed to see how sophisticated and advanced the Chickasaw people were, and they began taking notes on how the Chickasaws lived, particularly how they grew their crops and conducted trade. The Spanish believed, however, that they could do as they pleased in their search for gold in Chickasaw territory. They took over one of the Chickasaw's abandoned villages and built structures for their hundreds of men, horses and hogs. In early 1541, trouble began when de Soto called the Chickasaw leaders together and demanded they provide 200 Chickasaw people to carry their baggage. The Chickasaw leader (minko') decided it was time to rid themselves of the unwelcome guests. Before dawn, the Chickasaw warriors attacked de Soto's encampment and burned it to the ground. Chickasaw bowmen shot the soldiers in what became a rout. A dozen or more Spaniards and more than 50 horses died.

In 1541, de Soto led his men out of Chickasaw territory. The explorers continued to search for gold, but in reality, the Chickasaw warriors had drastically altered their plans. For the most part, de Soto and his men were merely focused on survival. In May 1542, de Soto died from complications of fever near the banks of the Mississippi River. In order to hide his death from the indigenous people and uphold his constant claims of divinity, his men sunk his body in the Mississippi River.

MATERIALS/RESOURCES:

1. *First Encounter* blu-ray or DVD
2. World map
3. Southeast section map of United States
4. A proposed route for the de Soto expedition to be used as a guide
5. Art media for Activity 4
6. Template of shield
7. Classroom set of Crayola markers
8. www.OKHistory.org
9. www.PBS.org
10. www.Chickasaw.net/Curriculum

ACADEMIC VOCABULARY:

trade	migrant
de Soto	conquer
warrior	exploitation
expedition	unconquerable
sovereignty	plunder
minko'	Columbian Exchange
enslaved	conquistador
compromise	indigenous people

LESSON PLAN

ENGAGE:

Before showing the documentary, *First Encounter*, the teacher should post essential questions and academic vocabulary in the classroom or on an interactive board. For this particular lesson plan, the teacher might consider showing the short documentary twice, both before and after the completed activities. The teacher should introduce the lesson by providing background information about the first encounter between Hernando de Soto and the Chickasaws and should then show the documentary, following up with discussion questions suggested in the viewing guide.

Activity 1: “Take 2” (A Script and Reenactment)

“Take 1:” Write a script which depicts a presumed dialogue between deSoto and the minko’.

The script should include:

- de Soto’s arrival
- First contact with the Chickasaws
- de Soto’s goals and demands
- The conflict
- de Soto’s death

In “Take 1,” the students should write from the perspective of a Spanish Conquistador or a Chickasaw warrior. The script should follow the historical events as portrayed in the documentary.

“Take 2:” Write a script with an alternate ending.

In “Take 2,” the students should write an alternate ending. The alternate ending might reflect that the Spanish came to learn and explore rather than to conquer and plunder. It might portray friendship rather than conflict.

The teacher should allow time for students to rehearse their scripts and encourage the use of costumes, hand gestures and movement. When appropriate, the scripts may be enacted on the playground or on an auditorium stage.

EXPLORE:

The following map activities will provide the students with the opportunity to trace de Soto's route from Spain, his first encounter with the Chickasaws and his exploration throughout the southeastern United States.

Activity 2: "Where Did You Come From?"

Part One: On a world map, the students will use markers to trace de Soto's route from Spain to North America. The students should label appropriate countries, oceans or waterways, etc.

Part Two: On a United States map, the students will use markers to locate the site of de Soto's first encounter with the Chickasaws, his movement upon his departure from Chickasaw land and the location of his death.

EXPLAIN:

The following activity will ask the students to compare/contrast the Spanish explorers with the Chickasaw warriors. It may be necessary for the teacher to provide time for student research.

Activity 3: "Who Do You Think You Are?"

Part I: The students should develop a T-Chart comparing the Chickasaws and the Europeans.

The T-Chart could compare and contrast such things as:

- clothing
- transportation
- dwellings
- weapons
- animals
- war strategies

Part II: The students should then use the T-Chart to write a paragraph that compares and contrasts the Chickasaw warrior with the European explorer.

EXTEND:

To extend the lesson, the teacher may choose to provide the “Unconquered: Unconquerable” art activity.

Activity 4: “Unconquered/Unconquerable”

The students will use the templates provided and colored markers to design his/her own shield.

The students should consider the following questions before starting the art project:

- What best describes you?
- What reputation do you wish to have?
- How do you market or sell yourself?
- For what personal characteristics would you like to be best known?
- The Chickasaw Nation is known by the word, “unconquerable.” What word best describes you?

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 4 CONTENT STANDARDS

4.3.1 Identify and describe early settlement patterns of regions in the United States.

- A. Draw conclusions from maps to show how climate, vegetation, natural resources and historic events affect the location and growth of settlements.
- B. Identify major American Indian groups and their ways of life in each region, including economic activities, customs and viewpoints on land usage and ownership.
- C. Summarize the reasons for key expeditions of North America by Spain, France and England and their impact on the development of each region.
- D. Identify push and pull factors of human migration.
- E. Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory and the sudden and significant decline of indigenous peoples.

4.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow.

- A. Explain how humans depend upon the physical environment for food, shelter and economic activities.
- B. Distinguish between renewable and nonrenewable resources.
- C. Explain how physical environments can provide both opportunities and limitations for human activity.

SOCIAL STUDIES PRACTICES

3. Acquire, Apply and Evaluate Evidence

Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.

5. Engage in Evidence-Based Writing

Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.



VIEWING GUIDE

1. What was Hernando de Soto's goal in launching an expedition to North America? Why was this goal so important to the Spanish?

POSSIBLE ANSWERS: By conquering the native peoples and proclaiming land for the Spanish crown, he would be well compensated, and tales of his exploits would make him world famous. It was important for the Spanish to find gold because they needed to finance their war with France.

2. What happened when the Spanish and the Chickasaws met each other?

POSSIBLE ANSWERS: In the beginning, the Chickasaws were fascinated by de Soto and his men. The Chickasaws supplied the Spaniards with a place to rest for the winter, gifts and food. Eventually, the Spaniards began imposing rude acts and demands on the Chickasaws. The Chickasaws no longer welcomed the Spaniards in their territory and would soon force them out.

3. In your opinion, how do we know so much about the Chickasaw's first encounter with the Spaniards?

POSSIBLE ANSWERS: The history of the Chickasaw's first encounter was recorded by both the Spanish explorers and the Chickasaws; however, the two methods of documentation were different. The Spanish chronicled their adventures in journals, paintings and letters. The Chickasaws documented their first encounter through the oral tradition, passing the history down from generation to generation.

FIRST ENCOUNTER

ACTIVITY 2 WHERE DID YOU COME FROM? (TEACHER)



For information on de Soto's route, view the resources below:

De Soto and his fleet of 10 ships left Sanlúcar, Spain on April 6, 1538, and traveled to Cuba. On May 18, 1539, the fleet left Cuba and arrived at Tampa Bay, Florida on May 25. Teachers will find the following sites helpful:

<https://oeta.pbslearningmedia.org/resource/pbs-world-explorers-desoto/pbs-world-explorers-desoto/>

<https://www.history.com/topics/exploration/hernando-de-soto>

<https://thedesotoproject.wordpress.com/where-did-they-land-in-florida/>

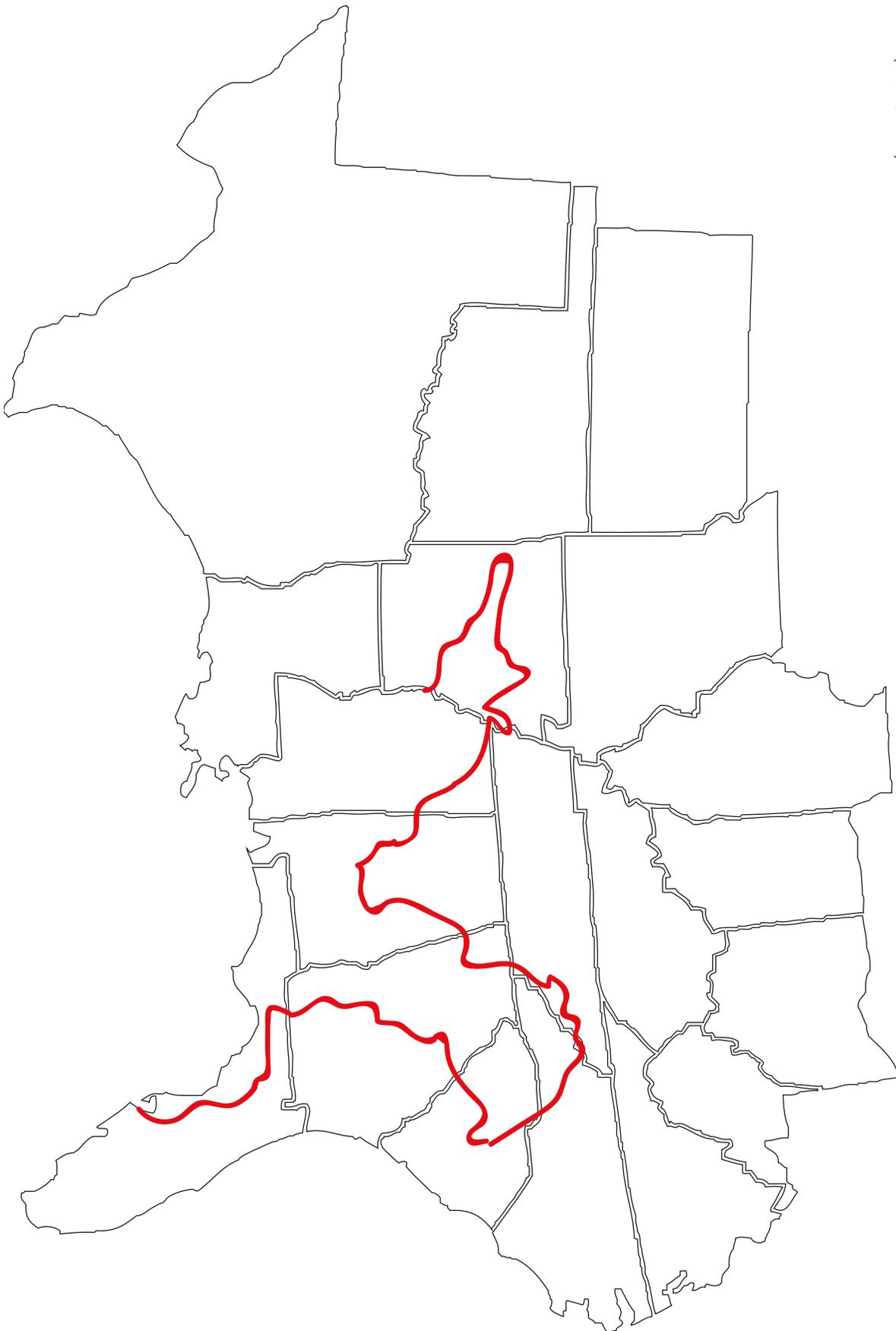
FIRST ENCOUNTER

A C T I V I T Y 2
WHERE DID YOU COME FROM?
(STUDENT)



FIRST ENCOUNTER

A C T I V I T Y 2
WHERE DID YOU COME FROM?
(TEACHER)



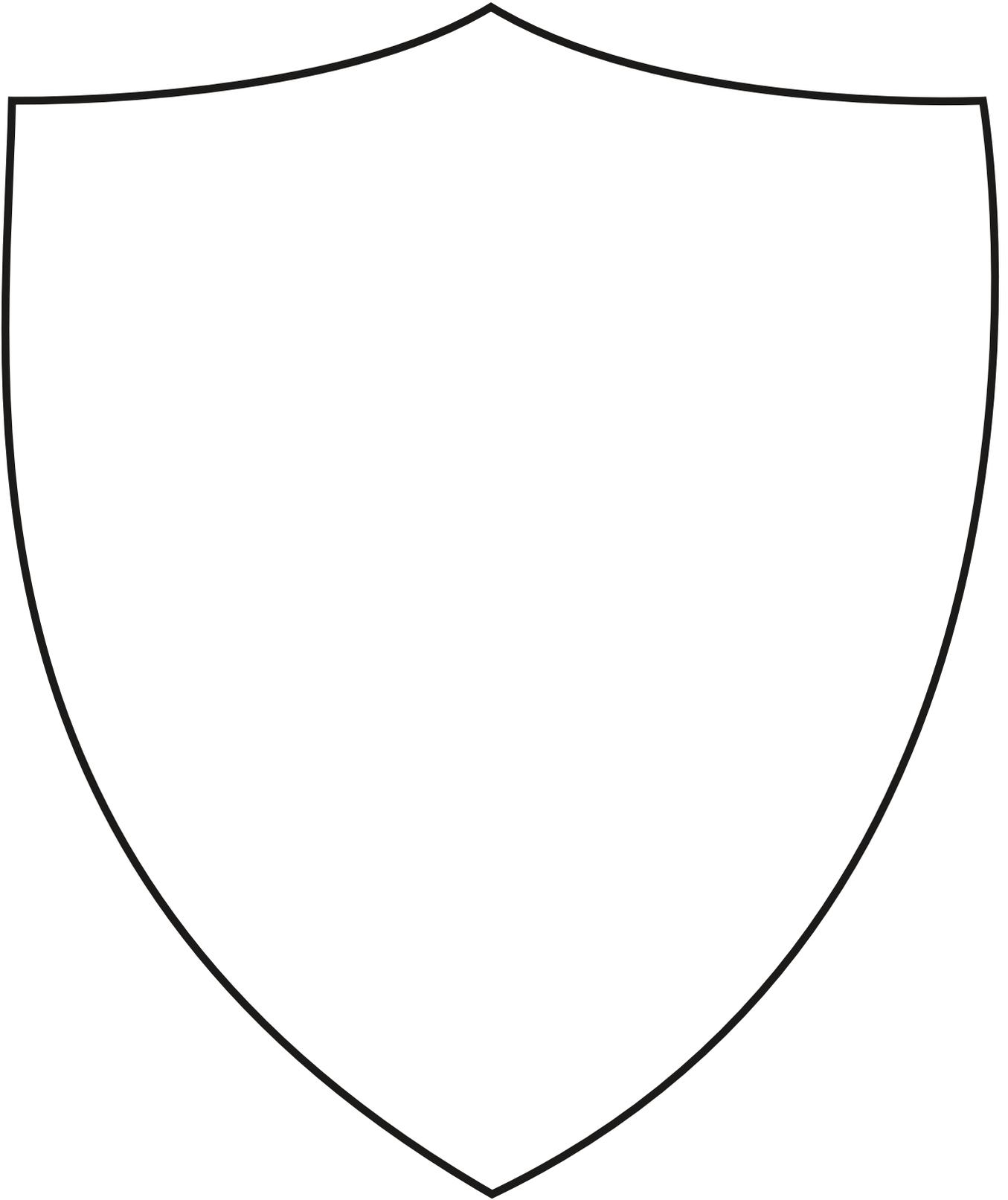
FIRST ENCOUNTER

A C T I V I T Y 2
WHERE DID YOU COME FROM?
(STUDENT)



FIRST ENCOUNTER

A C T I V I T Y 4 UNCONQUERED/UNCONQUERABLE





© Copyright 2019

The Great **“Unconquered and Unconquerable”** Chickasaw Nation.

Unauthorized reproduction is a violation of applicable laws.