



The Chickasaw Nation
Elementary Student Curriculum
(Teacher Edition)

Unit 3: Lesson 4

The History of Chickasaw Entrepreneurship

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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.

**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 1

- ✓ **Social Studies, *American Heroes*, History Literacy Content Standard 4.2:**
Participate in shared research using biographies and informational text about the contributions of historic figures in American history, including Squanto, the Pilgrims, George Washington, Benjamin Franklin, Paul Revere, Thomas Jefferson, Meriwether Lewis, William Clark, Sacagawea, Daniel Boone, Abraham Lincoln and George Washington Carver.

Grade 3

- ✓ **Social Studies, *Oklahoma Studies*, History Literacy Content Standard 4.5:**
Describe the migration and settlements of Native Americans, including the Trail of Tears.

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- ✓ **Social Studies, *Oklahoma Studies*, History Literacy Content Standard 4.11:**
Develop an understanding and appreciation of the historic and contemporary racial, ethnic and cultural groups of Oklahoma.

Grade 5

- ✓ ***United States Studies, *Creating the United States: The Foundation, Formation and Transformation of the American Nation, 1607-1806*, Content Standard 5.3:** Examine the transformative impact of the *Louisiana Purchase* in 1803 upon the American system in regards to the explorations by Lewis and Clark and the concept of Manifest Destiny as America expanded westward.

An asterisk (*) has been used to identify Content Standard 5 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Grade 8

- ✓ **United States History, *Creating the United States: The Foundation, Formation and Transformation of the American Nation, 1754-1877*, Content Standard 4E:** Analyze the impact and consequences of major events and issues facing early presidential administrations, including the acquisition of territory through the *Louisiana Purchase* and the contributions of the exploration of the Lewis and Clark Corps of Discovery Expedition.

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Lesson Plan

OKLAHOMA ACADEMIC STANDARDS

- ✓ **Grade 1: Social Studies, *American Heroes*, History Literacy Content Standard 4.2.**
- ✓ **Grade 3: Social Studies, *Oklahoma Studies*, History Literacy Content Standard 4.5.**
- ✓ **Grade 5: *United States Studies, *Creating the United States: The Foundation, Formation and Transformation of the American Nation, 1607-1806*, Content Standard 5.3:**
- ✓ **Grade 8: United States History, *Creating the United States: The Foundation, Formation and Transformation of the American Nation, 1754-1877*, Content Standard 4E.**

INTRODUCTION

“Today, we will discuss the many businesses Chickasaw people established both before and after Removal into Indian Territory (present-day Oklahoma). Prior to the arrival of Europeans in the Chickasaw Homeland, which consists of parts of present-day Mississippi, Alabama, Kentucky and Tennessee, Chickasaws were actively conducting entrepreneurship. Can someone tell me what entrepreneurship means? [*Take a minute to allow students to answer.*] Entrepreneurship is having the ability and skills necessary to creatively manage a business. Even before the 1500s, Chickasaws were actively developing early businesses to provide for their people. Trade fairs conducted along the Mississippi and Tombigbee rivers are one example of this.

“To better understand this concept, let us take a minute to clear our minds regarding everything we know about businesses. Do not think about large buildings and facilities. Do not think about banners, slogans, products or commercials. Instead, think about the business concepts, ideas, teamwork, knowledge and expertise needed to

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conduct a business. Additionally, think of how businesses are conducted to generate funds to provide for others.

“The early Chickasaw businesses continued from generation to generation, improving the lives of citizens and building strong diplomatic and trade alliances with the British during the late 1600s and with the United States during the late 1700s. Sadly, Chickasaws were forcibly removed from their Homeland after the passage of the 1830 Indian Removal Act. Does anyone know what this tragic event is called? [*Take a minute to discuss the question.*] Yes! Many refer to it as the “*Trail of Tears.*” However, Chickasaws refer to their removal from their Homeland as the *Chickasaw Removal*. The Indian Removal Act negatively impacted tribes, uprooting them from their land and forcing them to abandon their businesses and homes. However, Chickasaws’ expertise in leadership and resiliency was not lost. After arriving in Indian Territory, Chickasaws determinedly rebuilt their businesses, homes, families, schools, government and communities.

“In this lesson, you will learn how Chickasaws utilized entrepreneurship to provide and strengthen the lives of their people. Additionally, we will explore how the Chickasaw Nation continues to thrive with more than 100 diversified businesses.”

OBJECTIVES

Upon completion of this curriculum, students will be able to:

1. Identify transportation pathways that enabled Chickasaws to develop trade with other Southeastern tribal groups and Europeans.
2. Explain various Chickasaw entrepreneur endeavors from the earliest to current-day businesses.
3. Develop a business idea that reflects the Chickasaw entrepreneurial spirit of taking care of our people.

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READING PROCEDURE

1. The teacher will hand out the included text to students and read the first two paragraphs aloud. The students will then read the rest of the text aloud.
2. The teacher will lead the students in a discussion of some or all of the included questions, asking the students follow-up questions as appropriate. The students will answer the questions and are encouraged to pose questions of their own.

If the students are uncomfortable with reading aloud, 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 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. Reading text (provided)
2. Discussion questions (provided)
3. Pencils/pens

EVALUATION

The teacher will grade students based on a combination of the following: oral reading, participation in discussion and any comments made. These grades may be evaluative or for completion, at the teacher's discretion.

ACTIVITY PROCEDURE

1. The teacher will introduce the activity to the students: "Now that you have a greater understanding of Chickasaws' business endeavors from past to present, it is your turn to develop your very own business. Utilizing common themes and

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- ideas from Chickasaws, such as trade fairs, stands, hotels or casinos, creatively draw your very own business.”
2. The teacher will supervise the students as they prepare their drawings.
 3. At the end of the drawing period, the teacher will ask two to three students to discuss to the class their drawings.

MATERIALS

1. Student activity (provided)
2. Paper
3. Pencils/pens
4. Crayons/colored markers/colored pencils

EVALUATION

The teacher will grade students based on the creativity of the drawing. A completion grade may also be an acceptable alternative.

CLOSURE

Today, we learned about many Chickasaw businesses. Prior to Chickasaw Removal to Indian Territory, their businesses reinforced their willingness to provide for their own. In their quest for improving the lives of their own, we uncovered that many non-Chickasaws benefitted as well. Where did we see this throughout the reading? [*Allow time for students to respond to question.*] That’s right. Early Chickasaw families conducted trade fairs along the Mississippi, Tennessee and Tombigbee rivers that supported resources exchanged between Chickasaws and other Southeastern Indians. Additionally, it was witnessed in the discussion of the Chickasaw stands, providing weary travelers with a place to eat and rest. Today, the Chickasaw Nation continues to provide for their citizens and non-citizens through more than 100 businesses, including banking, tourism, health care, gaming and many others. The history of Chickasaw entrepreneurship continues to illustrate the mission of the Chickasaw Nation, “To enhance the overall quality of life of the Chickasaw people.”

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Reference Material



Figure 1: A map of the Chickasaw Homeland, consisting of parts of present-day Mississippi, Alabama, Kentucky and Tennessee. Image courtesy of the *Chickasaw Nation Collections*.

Prior to Removal to Indian Territory in 1837, Chickasaws resided in their Homeland, consisting of parts of present-day Mississippi, Alabama, Kentucky and Tennessee. Throughout the Southeast, Chickasaws and other Southeastern Indians relied heavily on the Natchez Trace, ancient trails carved out by prehistoric animals, for transportation routes and hunting grounds. Additionally, the trace provided Chickasaws hunting opportunities for deer, elk, bear, bison, rabbit and other small animals for both food and trade resources. The trace presented the opportunity for Chickasaws to communicate and trade with neighboring tribes, including the Choctaw, Natchez, Cherokee, Muscogee (Creek) and other Southeastern Indians.

Similarly to the Natchez Trace, the rivers throughout the Southeast provided Chickasaws additional avenues to communicate and trade. The Mississippi, Tennessee

Prior to Removal to Indian Territory in 1837, Chickasaws resided in their Homeland, consisting of parts of present-day Mississippi, Alabama, Kentucky and Tennessee. Throughout the Southeast, Chickasaws and other Southeastern Indians relied heavily on the Natchez Trace, ancient trails carved out by

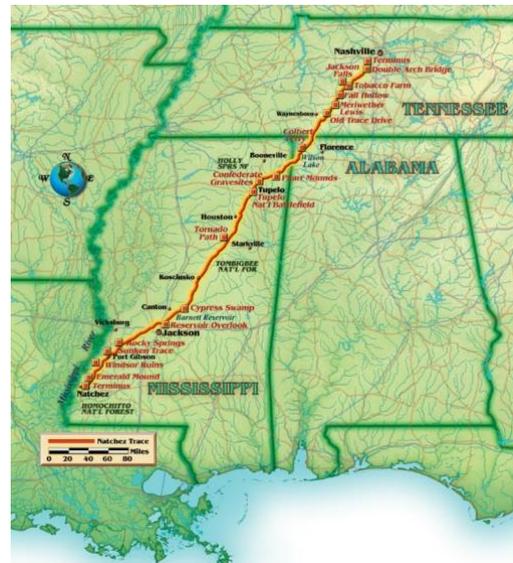


Figure 2: A map depicting the Natchez Trace, which goes from Natchez, Mississippi, to Nashville, Tennessee. Image courtesy of the *National Park Service*.

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and Tombigbee rivers were sites for trade fairs to obtain valuable trade goods and supplies, similarly to a modern-day flea market or garage sale. During trade fairs, families could trade items for desired goods, such as conch shells, copper, obsidian and turquoise, in addition to deer skin, pottery, bear grease and bows and arrows. Items were used for adornment and survival. These trade fairs were highly organized events that brought many tribes together.



Figure 3: Tom Phillips' painting, "Bluffs Trade Fair," depicting the Chickasaws conducting a trade fair. The Chickasaws conducted trade fairs throughout the Southeast, trading resources and supplies with other Southeastern tribal groups along the Mississippi, Tennessee and Tombigbee rivers. Image courtesy of the *Chickasaw Nation Collections*.

During the late 1600s, the trails and rivers served as the early "highways" that brought the Spanish, British and French nations into Chickasaw territory. Chickasaw leaders took notice of the trade items possessed by the European nations, and they sought to provide their people with the items. As the European nations began creeping into Chickasaw territory, Chickasaws extended their trade fairs to the Europeans to acquire their goods, including guns and artillery, beads, cloth and iron cookware, among many others. These trade fairs reinforced Chickasaws as early entrepreneurial leaders and as

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warriors who continued to regulate trade with both Southeastern nations and European nations.

Beginning in the early 1700s, Chickasaw leaders took notice of the trade items possessed by the British and agreed to a trade alliance. The British were more diplomatic with Chickasaw leaders and possessed finer trade items, as opposed to the Spanish and French. The strong negotiating and leadership skills possessed by Chickasaw leaders strengthened the Chickasaw Nation as a diplomatic nation and as a revered trading nation that stretched as far north as the Great Lakes and as far south as the Gulf of Mexico. They



Figure 4: Painting of Chickasaw leader *Piominko*. *Piominko* selflessly worked to protect Chickasaw sovereignty and culture. Painting created by Chickasaw artist Mike Larsen. Courtesy of the *Chickasaw Nation Collections*.

continued to trade with the British until the 1780s when Chickasaw leader *Piominko* signed the Treaty of Hopewell with the young United States in 1786 (see *Piominko, Payamataha and Tishominko* curriculum). This treaty marked the official alliance between the Chickasaw Nation and the United States, which greatly influenced the role the Chickasaw Nation played in the War of 1812 (see *The War of 1812* curriculum). With assistance from the Chickasaw Nation, the United States was victorious over the British.

In 1803, President Thomas Jefferson commissioned William Clark and Meriwether Lewis (*Lewis and Clark* expedition) to map and explore the newly acquired Louisiana Purchase. President Jefferson sent Captain

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Lewis, Lieutenant Clark and members of the Corps of Discovery, comprised of peaceful soldiers, up the Missouri River to its source in the western mountains and beyond to the



Figure 5: The Natchez Trace served as the early “highways” that weaved in and out of Chickasaw and other Southeastern Indian’s homelands. Image courtesy of the *National Park Service*.

Pacific Ocean. The explorers, trekked hoping to uncover new opportunities the Americans desperately wanted (Bredenberg, 2000). This large-scale land purchase included present-day Arkansas, Colorado, Iowa,

Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota and Wyoming (The Louisiana Purchase, 2013). President Jefferson hoped the expedition crew would be able to find the elusive Northwest Passage, a water route across the country, which it was believed, could greatly assist the U.S. economy (Bredenberg, 2000).

Additionally, the land was speculated by many to have new animals and contain large amounts of fertile soil and other natural resources. The news of the purchase and opportunities rapidly spread throughout the East Coast, and many Americans began traveling west to seek out the new possibilities. Traveling west, though, was no easy task. While the Southeast was home to beautiful mountains, prairie bluffs and ridges, it was also home to dense vegetation, thorny thickets and overgrowth. If an inexperienced traveler were to venture off the trails or travel alone, it could ultimately mean death.

As more and more travelers began to advance into the Southeast seeking new

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Figure 6: Located along the Natchez Trace, Colbert's Stand and Ferry was owned and operated by George Colbert and his family during the early 1800s. Courtesy of the *Natchez Trace Parkway Association*.

opportunities, many found themselves lost, hungry and afraid due to the demanding environment. Taking advantage of the situation, Chickasaw families residing along the Southeast's trails began to establish

“stands,” or wayside inns, that served as early “bed and breakfasts” for weary travelers.

Each stand was a Chickasaw family's home, and they were located along the Natchez Trace, approximately one every 5 to 6 miles. The stands served as blossoming businesses for many Chickasaw families, providing a warm meal and shelter to the explorers in exchange for money and supplies. Additional provisions for the explorers were available for purchase or trade, including corn, meat and fresh water.

American explorers and the military also found themselves at the mercy of the Chickasaw people when it came to crossing the major rivers. Many Chickasaw families who operated stands also operated ferries and provided assistance crossing the large bodies of water. Colbert's Ferry, located along the Natchez Trace, was a ferry operated by George Colbert and his family from 1800 to 1819. It is documented that he once charged Andrew Jackson \$75,000 to ferry his Tennessee Army across the Tennessee

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River.

These early entrepreneurial examples showcase the Chickasaws' willingness to provide for their own. The Colbert family was one of many Chickasaw families during the 1800s who utilized their businesses to improve the economic well-being and quality

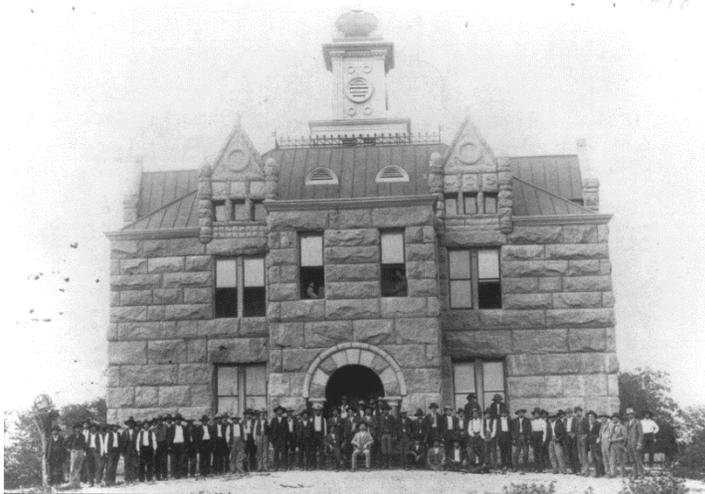


Figure 7: Chickasaw leaders pose in front of the newly constructed Chickasaw Capitol during the dedication ceremony in 1898.
Courtesy of the *Oklahoma Historical Society*.

of life for their families.

However, after the passage of the Indian Removal Act in 1830, Chickasaws were forced to abandon their businesses and remove west. While Chickasaws were removed from their

Homeland, leaving behind the

tangible structures resonating Chickasaw economic development in the Southeast, they did not leave behind their skills and identity as early entrepreneurs.

Majority of Chickasaws were removed from their Homeland from 1837-51. However, Chickasaw families continued to arrive in Indian Territory up to the 1890s as evidenced through Chickasaw tribal enrollment in the Dawes Rolls. Once settled in Indian Territory, Chickasaws worked diligently to rebuild. In less than 19 years, they reestablished their businesses, homes, schools, farms, families and government in their new territory (see *Indian Territory Government* curriculum). Chickasaw families regained their footing as successful businessmen and entrepreneurs in the following areas: merchandising, ranching, sand and rock quarrying and farming. From Oklahoma

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Figure 8: Photograph of the Chickasaw Motor Inn. Courtesy of the Chickasaw Nation Collections.

Statehood in 1907 and into the 1970s, Chickasaws remained determined to improve the lives of their own through continued and new business endeavors.

In September 1972, the Chickasaw Nation purchased the Artesian Motor Hotel,

located in Sulphur, Oklahoma (Lance, 2012). While many Chickasaw families owned businesses prior to this, the motor hotel was the tribe's first owned and operated business



Figure 9: The Chickasaw Nation's Artesian Hotel Casino & Spa was opened in 2013, and it replaced the former Chickasaw Motor Inn. Courtesy of the Chickasaw Nation Collections.

as a whole. Forward-thinking Chickasaw leaders, including former Governor Overton James and current Chickasaw Nation Governor Bill Anoatubby, utilized Bureau of Indian Affairs' grants to renovate and remodel the facility. With a new business plan, the Artesian Motor Hotel quickly became a profit-making venture for the Chickasaw Nation, earning approximately \$100,000 in its first year of operation (Lance, 2012).

Shortly thereafter, the tribe renamed the motor hotel the Chickasaw Motor Inn, and it served as the tribal

headquarters until the official Chickasaw Nation headquarters building in Ada opened in

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1977 (Lance, 2012). In 2006, the former motor inn was demolished to make way for the Artesian Hotel Casino & Spa, which opened its doors in 2013. The new hotel provides comfort and amenities to satisfy every need of the modern traveler. Similar to the “stands” in the Chickasaw Homeland, the Chickasaw Motor Inn attracted individuals to the area, serving as a meeting space and place to dine. Today, the Artesian Hotel Casino & Spa continues to carry on the legacy of the Chickasaw Motor Inn and the importance it had to the hospitality of Chickasaw people.

The Chickasaw Nation continues to provide for its citizens in all areas of life, including health care, nutrition, education, arts, culture and more. With more than 100 businesses, the tribe is economically strong, culturally vibrant and full of energetic people still dedicated to improving the lives of Chickasaws. The WinStar World Casino and Resort, the world’s largest casino, is owned and operated by the tribe and has made a tremendous impact on the Chickasaw people and the state of Oklahoma. Opened in 2004, the casino now provides thousands of jobs for Chickasaws and non-Chickasaw citizens.



Figure 10: The WinStar World Casino, owned and operated by the Chickasaw Nation, is located in Thackerville, Oklahoma. Courtesy of the *Chickasaw Nation Collections*.

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The tribe continues to expand its businesses to include retail, gaming, professional services, manufacturing, tourism and energy (Mize 2012).

Continuing the legacy of

helping others, the

Chickasaw Nation bolsters

more than just its citizens, but also the state of Oklahoma. Bill Lance, secretary of the

Chickasaw Nation Department of Commerce, stated, “We [the Chickasaw Nation]

consider the state of Oklahoma a partner, and we share a common goal to strengthen the

economy and produce as many jobs as we can.” The Chickasaw Nation remains

committed to its citizens and partnerships. In 1987 when Bill Anoatubby was first elected

Governor of the Chickasaw Nation, the tribe had 250 employees. Today, the tribe

employs nearly 14,000 people, both Chickasaw and non-Chickasaw.

The current businesses owned and operated by the Chickasaw Nation continue to

tell the story of the Chickasaw Nation providing for its citizens. Secretary Bill Lance

indicated, “Our [the Chickasaw Nation] economic activities are part of the economic

fabric of the state, and the revenues generated through our various business enterprises

allow us to invest in programs and services for the benefit of the Chickasaw Nation and

Oklahoma citizens” (Mize 2012). From early trading with Southeastern Indians and later



Figure 11: Visitors enjoying a game of stickball at the Chickasaw Cultural Center in Sulphur, Oklahoma. Courtesy of the *Chickasaw Nation Collections*.

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Europeans in the Chickasaw Homeland, to strong business endeavors in Oklahoma, the Chickasaw Nation continues to strengthen the lives of its citizens.

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Discussion Questions

1. How do the rivers throughout the Southeast relate to early Chickasaw businesses?
 - a. **Sample answer:** *The major rivers, including the Mississippi, Tennessee and Tombigbee, relate to the early Chickasaw businesses because they provided Chickasaws the option to communicate and trade with other Southeastern tribal nations. Chickasaws hosted and regulated trade fairs with other Southeastern Indians to obtain desired goods, such as conch shells, copper, obsidian and turquoise, in addition to deer skin, pottery, bear grease and bows and arrows. These trade fairs were a highly organized event which brought many tribes together.*
2. With which European nation did the Chickasaws form a strong trade alliance? Why did they choose that particular European nation?
 - a. **Sample answer:** *Beginning in the early 1700s, Chickasaw leaders took notice of the trade items possessed by the British and agreed to a trade alliance. The British were more diplomatic with Chickasaw leaders and possessed finer trade items, as opposed to the Spanish or French. The strong negotiation and leadership skills possessed by the Chickasaw leaders not only strengthened the Chickasaw Nation as a diplomatic nation, but also as a revered trading nation that stretched as far north as the Great Lakes and as far south as the Gulf of Mexico.*
3. What are Chickasaw “stands” and where were they located?
 - a. **Sample answer:** *Chickasaw “stands,” or wayside inns that served as early bed and breakfasts for weary travelers, were located along the Natchez Trace. Each stand was operated by a Chickasaw family inside their home. The stands served as early businesses for many Chickasaw families, providing a warm meal and shelter to the American explorers in exchange for economic gain and supplies.*
4. What did the Chickasaws do after they were removed from their Homeland?
 - a. **Sample answer:** *After Removal, Chickasaws worked hard to rebuild. In less than 19 years, the Chickasaws rebuilt their businesses, homes, schools, government, communities, farms and families. Chickasaws regained their footing as successful businessmen and entrepreneurs.*
5. How many businesses does the Chickasaw Nation currently have?
 - a. **Sample answer:** *Today, the Chickasaw Nation has more than 100 businesses, including a chocolate factory, cultural center and numerous gaming facilities, in addition to other services for state, federal and private clients.*

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Student Activity

Prepare a drawing that showcases your very own business. Feel free to incorporate themes or elements from both Chickasaw businesses of the Southeast or here in Oklahoma today. Now is a time to be creative and innovative!

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Student Quiz

Complete the quiz below.

1. What are the ancient animals trails of the North American Southeast called today?
 - a. Mississippi River
 - b. Tennessee River
 - c. Natchez Trace
 - d. Mississippi Trace
2. The Chickasaw trade fairs were located along which two major rivers?
 - a. Mississippi and Rio Grande
 - b. Tennessee and Saint Lawrence
 - c. Mississippi and Colorado
 - d. Mississippi and Tombigbee
3. With which European nation did Chickasaws form a strong trade alliance?
 - a. Britain
 - b. Germany
 - c. Switzerland
 - d. Russia
4. What U.S. President commissioned William Clark and Meriwether Lewis to map and explore the newly acquired Louisiana Purchase?
 - a. Richard Nixon
 - b. Abraham Lincoln
 - c. Thomas Jefferson
 - d. George Washington
5. Which Chickasaw Nation casino is the world's largest?
 - a. Washita Casino
 - b. Gold Mountain Casino
 - c. Saltcreek Casino
 - d. WinStar World Casino and Resort
6. Many Chickasaw families were operating this along the Natchez Trace.
 - a. Wal-Mart
 - b. Stands
 - c. Saloons
 - d. Piggly Wigglys

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7. How does the Chickasaw Nation refer to their Removal from their Homeland?
 - a. Chickasaw and Choctaw Removal
 - b. Chickasaw Removal**
 - c. End of the Trail
 - d. None of the above

8. Approximately how many years after Removal did the Chickasaws reestablish themselves in their new land?
 - a. 16
 - b. 17
 - c. 18
 - d. 19**

9. In what year did the Chickasaw Nation acquire the Artesian Motor Hotel?
 - a. 1962
 - b. 1972**
 - c. 1982
 - d. 1992

10. Approximately how many businesses does the Chickasaw Nation own?
 - a. 50
 - b. 70
 - c. 100**
 - d. 110

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