

CHICKASAW
Heritage Series

CURRICULUM

S E C O N D 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

S E C O N D A R Y

ESSENTIAL QUESTIONS:

- What were the interests of Spanish explorers such as Hernando de Soto?
- How did the Chickasaw respond following interactions with the Spanish?
- What were the impacts of the arrival of European explorers upon American Indians?
- What do stereotypes tell us about past and present images and prejudices of indigenous peoples?
- How do cultural traditions endure across time?
- How can cultural traditions be preserved for future generations?



LEARNING GOALS/OBJECTIVES:

- To identify the goals of Spanish exploration in North America
- To describe the initial encounters between the Chickasaw Nation and the Spanish expedition led by Hernando de Soto
- To explain the impact of the arrival of Europeans on indigenous populations of the Americas
- To compare and contrast various cultural perspectives of American Indians and European explorers/settlers



BACKGROUND:

Hernando de Soto (c. 1500 – May 21, 1542) was a Spanish explorer and *conquistador* who was involved in expeditions in Nicaragua and the Yucatan Peninsula. He played an important role in Pizarro's conquest of the Inca Empire in Peru, but he is best known for leading the first Spanish and European expedition deep into the territory of the modern-day United States.

He was one of the most famous conquistadors to explore America. Landing on the shores of Tampa Bay, Florida, in May of 1539, de Soto and his army were seeking riches and glory.

Upon landing, de Soto and more than 700 Spaniards immediately began taking over native villages to use as camps. De Soto and the Spaniards proceeded to take advantage of the tribe's people and selfishly squander their resources. It was not long before de Soto learned of the "land of the Chicasa" and turned his expedition toward what is now Georgia, Tennessee, Mississippi, Alabama and the Carolinas.

In December of 1540, the Spaniards arrived in Chickasaw territory. A reluctant relationship was formed between the two groups. However, as his reputation would suggest, de Soto attempted to assume unjustified authority over the Chickasaw and began to disrupt their way of life.

Soon, he began making harsh demands of the tribal leaders and the Chickasaw began planning an ambush to oust their increasingly unwelcome visitors. The Chickasaw overcame de Soto, disrupting his plans and ultimately putting an end to his expedition in America.

MATERIALS/RESOURCES:

1. DVD, *First Encounter*
2. Viewing Guide, *First Encounter*
3. Map of southern United States
4. The Expedition of Hernando de Soto in southeastern North America, 1539-1543 [pp. 6-12]
<http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text1/desoto.pdf>

ACADEMIC VOCABULARY:

conquistador	civilization	subsistence
expedition	social organization	artifact
Columbian Exchange	Mississippian culture	trade network
cultural exchange	conquest	exploitation
migration	cultural preservation	chronicler

LESSON PLAN

ENGAGE:

The purpose of this activity is to activate students' prior knowledge about European exploration in the Americas.

Activity 1: “Know, Wonder and Learn”

To introduce the unit, the teacher should ask students to develop a K-W-L Chart to assess prior knowledge of explorers and their interactions with Native Americans. The K-W-L Chart will allow students to brainstorm about what they know and what they wish they knew about the topic. At the conclusion of the unit, the chart will provide the opportunity for students to express what they have learned. To prepare students for watching First Encounter, the teacher should provide background information and introduce necessary academic vocabulary.

EXPLORE:

By viewing the documentary, First Encounter, students will deepen their understanding of events surrounding the first Spanish encounter with the Chickasaw people.

Activity 2: “Encountering Hernando de Soto through Film”

It may be necessary for the teacher to discuss the differences between watching a documentary and watching a motion picture. The point should be made that documentaries are generally to inform, often in an attempt to bring light to a certain topic or to make viewers aware of an injustice. Before viewing First Encounter, the teacher should distribute copies of the Viewing Guide and instruct students to take notes while watching the documentary.

After watching the documentary, the teacher should promote classroom discussion by asking the questions provided in the Viewing Guide.

EXPLAIN:

By creating maps to trace the routes of de Soto's expedition in North America, students will be able to visualize the chronology of events in the first encounter in relation to modern-day geographic locations.

Activity 3: "Visualizing the Expedition"

The teacher should distribute maps of the southeast United States. The teacher may choose to laminate the maps or to provide paper copies for student use.

The students should then be asked to trace the route of de Soto's expedition, the location of the Chickasaw Homeland and the location of the first encounter between the Chickasaws and the Spaniards. Students might also mark specific locations mentioned in the background information provided by the teacher.

EXTEND:

This activity will allow students to describe a point of view from the perspective of various groups involved in the first encounter.

Activity 4: "What's Your Perspective?"

*The teacher should distribute copies of excerpts from *The Expedition of Hernando de Soto* and should explain to students that they will be asked to participate in a discussion while assuming specific roles from the passage.*

The roles should include:

- de Soto
- Spanish missionary
- Spanish soldier
- minko'
- Chickasaw warrior

Next, each of the students that were given the same role should meet together as a group to quickly research their character's perspective using notes from the documentary and excerpts from The Expedition of Hernando de Soto (allow approximately 15 minutes). The groups should then develop three questions from their character's perspective that all four of the other groups must be able to answer.

To facilitate the lesson:

- The teacher should bring groups back together and begin discussion by asking one group to pose one of their questions.
- Each group should respond to the question from the perspective of their assigned role.
- The last group to answer should ask the next question. The steps should be repeated until all groups have had the opportunity to ask questions and provide answers.

At the conclusion of the activity, students should be asked to complete a Venn Diagram that compares the two perspectives.

The teacher should complete the lesson by asking students to discuss what other pieces of evidence would clarify what took place during the first encounter between the Chickasaw and the Spanish.

EVALUATE:

The teacher may choose to evaluate the student's map work or the completed Venn Diagram.

ALIGNMENT TO OKLAHOMA ACADEMIC STANDARDS FOR THE SOCIAL STUDIES

CONTENT STANDARDS

OKH. 1.3: Compare and contrast the goals and significance of early Spanish, French and American expeditions including the impact of disease, interactions with Native Americans and the arrival of the horse and new technologies.

OKH.1.4: Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices.

OKH.2.3: Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the Indian Removal Act of 1830 and tribal resistance to the forced relocations.

OKH. 3.1: Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state and the impact of the Enabling Act on single statehood.

USH1.3C: Examine the rationale behind federal policies toward Native Americans 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.

USH1.3D: Compare viewpoints of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quannah Parker and Chief Joseph as expressed in his "I Will Fight No More Forever speech."

SOCIAL STUDIES PRACTICES

2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.

2.B.9-12.1 Use interdisciplinary lenses to gather and evaluate information regarding complex local, regional and global problems; assess individual and collective actions taken to address such problems.

3.A.9-12.1 Gather, organize and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.

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.9-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date and origin of information.

5.A.9-12.1 Compose narrative writing, when appropriate to a given purpose or task, citing evidence from informational texts.

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.

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 natives 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 was the relationship between the Spanish and the American Indian tribes that were encountered in North America?

POSSIBLE ANSWERS: The first encounter created a stir because this was the first time Chickasaws encountered Europeans. The Chickasaws were ready to attack, but were strategically assessing the intruders. The Spaniards, on the other hand, were there to exploit the Chickasaws for their resources. The Spanish would soon make harsh demands causing great unrest with the leaders of the Chickasaws. In time, the Chickasaws would attack the Spaniards and drive them out of their village.

3. How did the Chickasaws treat Hernando de Soto and his men?

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 Spanish began making outrageous and harsh demands of the Chickasaws. The Chickasaws no longer welcomed the guests in their territory and would soon force the Spaniards out.

4. Did the Hernando de Soto expedition have an immediate impact on the Chickasaws after the Spanish departure from their Homeland in 1541?

POSSIBLE ANSWERS: No. The Spaniards were with the Chickasaws for approximately three months, and during that time, they only slightly exposed the tribe to European culture, ideas and technologies.

5. 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

A C T I V I T Y 1
JOT YOUR THOUGHTS

K - W - L C H A R T

What do I know?	What do I want to find out?	What did I learn?

FIRST ENCOUNTER

A C T I V I T Y 3
WHERE DID YOU COME FROM?
(TEACHER)



FIRST ENCOUNTER

A C T I V I T Y 3
VISUALIZING THE EXPEDITION
(STUDENT)



FIRST ENCOUNTER

A C T I V I T Y 4 WHAT'S YOUR PERSPECTIVE

For this activity, need pages 6-12 on *The Expedition of Hernando de Soto* (see complete list).

The Expedition of Hernando de Soto in southeastern North America, 1539-1543 [pp. 6-12]
<http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text1/desoto.pdf>



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