



**The Chickasaw Nation**  
*Secondary Student Curriculum*  
**(Teacher Edition)**

**Unit 4: Lesson 1**

**Treaties between the Chickasaw Nation  
and the United States**

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# The Chickasaw Nation

## Secondary Student Curriculum (Teacher Edition)

### Unit 4: Lesson 1

#### Treaties between the Chickasaw Nation and the United States

#### Overview

*Chokma* (Greetings),

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 4. 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:*

#### Grades 9-12

- ✓ **Oklahoma History and Government: *The Foundation, Formation and Transformation of Oklahoma*, Content Standard 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.
- ✓ **Oklahoma History and Government: *The Foundation, Formation and Transformation of Oklahoma*, Content Standard 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.

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#### Lesson Plan

#### OKLAHOMA ACADEMIC STANDARDS

- ✓ **Grades 9-12: Oklahoma History and Government: *The Foundation, Formation and Transformation of Oklahoma*, Content Standard 1.3.**
- ✓ **Grades 9-12: Oklahoma History and Government: *The Foundation, Formation and Transformation of Oklahoma*, Content Standard 2.3.**

#### INTRODUCTION

The removal of Chickasaws from their Homeland, which consisted of parts of present-day Mississippi, Alabama, Kentucky and Tennessee, is a dark time in Chickasaw history that resulted in turmoil, uncertainty and displacement. What do you know about Chickasaw Removal? *[Take a couple of minutes to allow students to discuss the question. Answers will vary.]* Removal was a harsh time in Chickasaw history where hundreds of families were forced to leave their homes, businesses and livelihoods and relocate to Indian Territory (present-day Oklahoma). Many history books report that Chickasaw Removal occurred between 1837-1851. While the majority of Chickasaws were removed during this time, removal continued until the 1890s. Removal did not only affect Chickasaws, but many other Southeastern Indians.

Chickasaw Removal to Indian Territory was a conglomeration of events spanning almost four decades, ultimately cemented in 1837, seven years following the federal government's 1830 Indian Removal Act. The history leading up to Chickasaw Removal is powerful because it demonstrates the Chickasaw Nation's determination to keep its people safe and united.

Today, we will focus on some of the key events that lead to the removal of Chickasaws from their Homeland to what is now Oklahoma. The key events are evident in the treaties signed between the Chickasaw Nation and the United States, and we will examine some of the treaties to identify the foretelling signs of the eventual removal.

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##### OBJECTIVES

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

1. Identify treaties significant to the Chickasaw Nation.
2. Explain the importance of each treaty between the Chickasaw Nation and the United States, and illustrate how each treaty impacted the Chickasaw people.
3. Develop an essay that identifies the relationship of the treaties signed between the Chickasaw Nation and the United States.

##### READING PROCEDURE

1. The teacher will hand out the included text 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 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., ask 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

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##### 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 better understanding of each treaty and how it affected Chickasaw people, develop an essay that explains the relationship between all treaties mentioned in the reading. While each of you are required to develop your own essay, you are encouraged to talk among yourselves to discuss commonalities that each of you identify [*Allow students 5-10 minutes to discuss among themselves*]." Students are strongly encouraged to refer back to the reading material to assist in developing their essays.
2. The teacher will supervise the students as they develop their essays.
3. At the end of the writing period, the teacher will ask two to three students to read their essays aloud.
4. After students have presented their essays to the class, the teacher should ask the students if they have any questions.

##### MATERIALS

1. Student activity (provided)
2. Reference material (provided)
3. Pencils/pens

##### EVALUATION

The teacher will grade students based on the content of the essays. A completion grade may also be an acceptable alternative, depending on the student(s) in question. Additionally, a small incentive may be given to the student(s) who volunteered to read or

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were asked to read aloud.

#### CLOSURE

What have we learned today about Chickasaw Removal as it relates to the treaties between the Chickasaw Nation and the United States? [*Take a couple of minutes to discuss the question.*] Through a series of treaties, the Chickasaw people were ultimately forced from their Homeland. However, each treaty signed by the Chickasaw Nation reaffirmed the tribe's determination to protect its people. As more Americans continued to encroach further into Chickasaw Territory, Chickasaw leaders signed each treaty because it was the "best course of action" for the entire tribe. The Chickasaw Nation continues to hold the federal government accountable, ensuring the two government agencies consult on a government-to-government basis. Today the Chickasaw Nation continues to be united and strong.

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#### Reference Material

##### Treaty with the Chickasaw, 1786 (also known as Treaty of Hopewell)

The Treaty of Hopewell, 1786, was signed January 10, 1786, at Hopewell, South Carolina, near Seneca Old Town at Andrew Pickens' Hopewell Plantation ("Treaty with the Chickasaws, January 10, 1786"). This was the first treaty between the Chickasaw

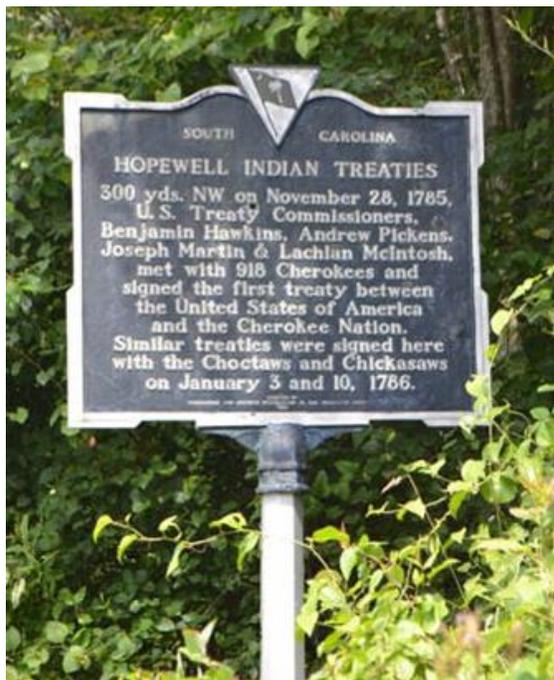


Fig. 1: Interpretation panel of the site of the Treaty of Hopewell. Image courtesy *University of Clemson*.

Nation and the United States, and it concluded all signings of the Treaty of Hopewell. The Cherokee and Choctaw nations had already signed their treaties in November 1785 and January 1786, respectively.

For Chickasaws, the treaty marked the beginning of official relations between the Chickasaw Nation and the young United States. The treaty forged three main connections between the two nations: 1) it

established the official name "the Chickasaw Nation;" 2) it marked American recognition of the boundaries of the Chickasaw Homeland (located in what is now Southwestern Kentucky, Western Tennessee, Northwestern Alabama and Northern Mississippi); and 3) it brought the Chickasaw Nation under the protection of the United States ("Piominko, Payamataha and Tishominko" 11). In doing so, the Treaty of Hopewell authorized the federal government to regulate trade and manage all affairs of the Chickasaw Nation. The

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representatives present for the United States were Pickens, Benjamin Hawkins and Joseph Martin (“Treaty with the Chickasaws, January 10, 1786”). Prior to the signing of the treaty, Pickens was a captain of the rebel militia and led several expeditions to attack Cherokee towns. In January 1782, Pickens became a member of the South Carolina General Assembly. Ironically, much of his wealth was derived from trading with Cherokees (Lewis).

Chickasaw representatives present for the signing of the Treaty of Hopewell included *Piominko*, *Minko' Tushka*, *Latopoia* and many others. *Piominko* was a prominent Chickasaw leader who supported the Americans, while his rival *Ugulaycabe* (also known as Wolf’s Friend) supported the Spanish. Wolf’s Friend previously signed a treaty with Spain in 1784 pledging allegiance to them on behalf of the Chickasaws (“Wolf’s Friend: Chickasaw War Minko”).



Fig. 2: Piominko was one of several Chickasaw leaders who signed the Treaty of Hopewell in 1786. Image courtesy *Chickasaw Nation Collections*.

Prior to the Chickasaw Nation signing the Hopewell Treaty, their allegiance was to the British. During the late 1600s and into the early 1700s, the North American Southeast began seeing foreign settlements by the Spanish, British and French nations. Chickasaw and other Southeastern Indians began to trade for the goods possessed by these foreign nations. Early Chickasaw leaders took notice of the trade items and agreed to a trade alliance. While some Chickasaw villages and leaders traded with the Spanish

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and the French, the large majority of Chickasaws traded with the British. The British were more diplomatic with the Chickasaw leaders and possessed finer trade items than the French and Spanish nations.

Chickasaws supported the British during the French and Indian War (also known as the Seven Year’s War) between 1756-1763. Shortly thereafter, Chickasaws, through the leadership and guidance of

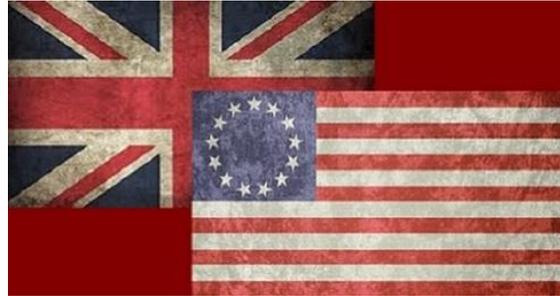


Fig. 3: Flags representing the British Empire and the United States of America. Image courtesy George Washington Foundation.

*Piominko*, sided with George Washington during the Revolutionary War. *Piominko* met and visited with Washington several times during diplomatic contacts with the United States, even staying at Washington’s personal home, Mount Vernon, Virginia (“*Piominko*, *Payamataha* and *Tishominko*” 11). This relationship greatly influenced the signing of the Treaty of Hopewell between the two powerful nations. While this treaty brought Chickasaws under the protection of the United States at a tumultuous time, it also set the precedent for future negotiations between the two nations. Unfortunately, *Piominko* and George Washington both passed away in 1799, and the subsequent leaders of the United States would not hold the same regard toward Southeastern Indians and tribal sovereignty (“*Piominko*, *Payamataha* and *Tishominko*” 11).

#### **Treaty with the Chickasaw, 1801 (also known as Treaty of Chickasaw Bluffs)**

The Treaty of Chickasaw Bluffs was signed on October 24, 1801, and it offered mutual convenience between the Chickasaw Nation and the United States (“Treaty with the Chickasaw, 1801”). The treaty granted the president of the United States permission

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to open a wagon road through Chickasaw territory, and the road was to be constructed between the Chickasaw settlements in Tennessee and those in the Natchez settlements in the Northern Mississippi territory. This new “highway” was to benefit both Chickasaws, other Southeastern Indians and U.S. citizens, and it was developed to speed up travel and trade throughout the southeast (“Treaty of Chickasaw Bluffs”). Chickasaws and other Southeastern Indians, however, utilized the route for centuries as a means for transportation, communication and for hunting routes.

The Chickasaw Nation was to appoint two men to serve as guides for the United States during the development and construction phases of the proposed road. The United



Fig. 4: The Natchez Trace was utilized by Chickasaws and other Southeastern Indians for centuries. Image courtesy *National Park Service*.

States compensated Chickasaws with goods valued at \$700 (“Treaty with the Chickasaw, 1801”). The highway became known as the Natchez Trace, and Chickasaws operated

ferries and stands along the route. Chickasaw stands or “wayside inns” served as early “bed and breakfasts” for weary American travelers. Both ferries and stands served as early entrepreneurial opportunities for the Chickasaw Nation (“The History of Chickasaw Entrepreneurship” 13). The Natchez Trace was the most direct route north from the port of Natchez on the Mississippi to Nashville, and it became one of the most heavily traded

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roads in the North American Southeast. Today, the 444-mile route is known as the Natchez Trace Parkway and managed by the National Park Service.

#### **Treaty with the Chickasaw, 1805 (also known as Treaty of the Chickasaw Nation)**

During the early 19<sup>th</sup> century, the United States was in process of relocating tribes. Relocation not only meant displacement, but loss of land. To justify this ruthless act of taking land from the Southeastern Indians, the federal government began manipulating Chickasaws into large debts to the United States. Then, the government increased the debt, whereas, the only viable option for the tribe was to cede their land.

One way of creating debt involved a factory. Created in 1802 and called the Chickasaw Bluffs Factory, its purpose was to be a means to fulfill the wants and supply needs of Chickasaws and other Southeastern Indians (Atkinson, 193). However, what was received was enormous amounts of debt, because the factory's essentials and supplies were provided at exaggerated costs. The factory and private traders swarmed the Southeastern Indians like buzzards, waiting for any and every opportunity to provide goods, leading to greater debt.

A U.S. agent working with the Chickasaw Nation would later reveal Chickasaws owed more than \$12,000 to merchants and traders. George Colbert, one of the Chickasaw leaders during this time, met with a U.S. representative at *Chokkilissa'* (a central village for the Chickasaws at that time). Here they would negotiate the debt caused by the Chickasaw Bluffs Factory. On July 23, 1805, the Treaty of the Chickasaw Nation was established ("Chickasaw Treaty, 1805"). This marked the first land cession treaty between the United States and the Chickasaw people.

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The Treaty of the Chickasaw Nation would remove debt owed to merchants and trading companies. To do so, the Chickasaw Nation sold their land in present-day Kentucky, Tennessee and Alabama totaling more than a million acres of land to pay off the debt (*see tract 55 on map below*). The land was sold for \$20,000 paying merchants and traders \$12,000 of it, which left a total amount \$8,000 for Chickasaw use (“Chickasaw Treaty, 1805”).

#### **Treaty with the Chickasaw, 1816 (also known as Treaty of the Chickasaw Council House)**

As the young United States began to grow, American settlers moved west from the coast to the desired lands where Chickasaws and other Southeastern Indians lived and prospered. Settlers wanted to build their lives there, but the land was already taken. To gain access to this land, the United States government initiated a plan to build trading posts, similar to the factories, on Native American lands. This would continue the efforts to increase Native Americans’ debt. As evidenced in the 1805 Treaty of the Chickasaw Nation, tribes would have to cede land in order to settle these debts. These lands were then used to appease the states and territories that were increasing in population and demanding greater parcels of land.

On September 20, 1816, the Treaty of the Chickasaw Council House was signed. Chickasaw leaders who agreed to this treaty included *Tishominko*, Levi Colbert, George Colbert, *Chinubbee*, among others (“Treaty with the Chickasaws, 1816”). This was signed at the home of Salichi Colbert, the wife of Chickasaw leader Levi Colbert. This house is situated on the Natchez Trace, the main path of business and travel for

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Chickasaws during this time. These negotiations at the Colbert house were multilateral and included the Cherokee and Choctaw nations at the same time. As a result of this treaty, the Chickasaw Nation ceded almost six million acres of land across Alabama and Tennessee (*see tract 80 on map below*). In exchange, debts were forgiven, and the tribe would receive \$12,000 per year for 10 successive years, and \$4,500 to be paid in 60 days after the ratification of the treaty (“Treaty with the Chickasaws”).

#### **Treaty with the Chickasaw, 1818 (also known as Treaty of Old Town)**

Mississippi became a state on December 10, 1817, and the legislature tried to make the Chickasaw Nation subject to their laws. Other states had threatened to leave the Union if Native Americans were not completely removed from their state boundaries. To avoid the same type of threats in Mississippi, the United States once again negotiated with the Chickasaw Nation. To prevent complete removal, the Chickasaw Nation ceded even more land with the Treaty of Old Town on October 19, 1818. This treaty once again paid off debts, and the tribe would be paid \$20,000 a year for 10 years (“Treaty of Old Town: Jackson’s Purchase”). After this treaty was ratified, the Chickasaw Nation was left with less than 500,000 acres of their Homeland. Even after the third land cession, this encroachment of the growing United States did not stop (*see tract 100 on the map below*).

The intent of the treaty was to have the Chickasaw Nation give up its rights to the Tennessee lands in order to remain in Mississippi. By this time, the majority of Chickasaws were located around present-day Tupelo, Mississippi. When Chickasaws signed over this land, it eliminated their right to live, farm or utilize any of its resources.

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The government was in full support of the treaty because it would once again expand land for Americans moving west.

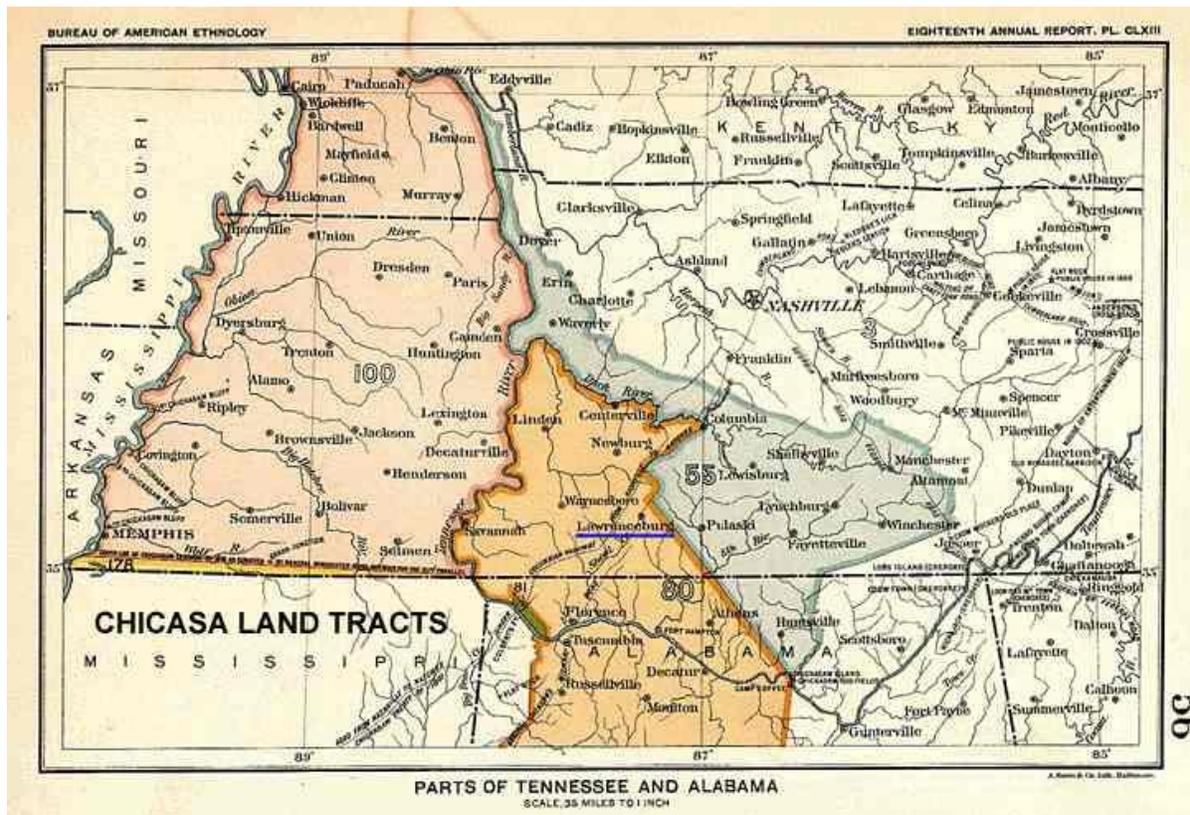


Fig. 5: Chickasaw tracts of land were ceded to the federal government during the following treaties: Treaty with the Chickasaw, 1805 (tract 55 or green area), Treaty with the Chickasaw, 1816 (tract 80 or orange area) and Treaty with the Chickasaw, 1818 (tract 100 or red area). Image courtesy <http://www.floridahistory.com/chickasaw-land.html>.

Although a large aspect of the treaty was for the United States government to gain control over Chickasaw land within Tennessee, some small segments of this land were set aside for the Chickasaw Nation. Yet, many of these land parcels had restrictions placed on them by the U.S. government, and if these restrictions were broken, the land would be forcefully ceded to the federal government. It was also noted in the treaty that if the land was improved by citizens of the Chickasaw Nation, they would receive reasonable compensation for it. Additionally, it was decided that instead of receiving goods as

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payments, Chickasaws would receive cash. This treaty had a major impact on the Homeland of the Chickasaw Nation.

#### **Treaty with the Chickasaw, 1832 (also known as Treaty of Pontitock Creek)**

The Treaty of Pontitock Creek (also referred to as Pontotoc Creek) was signed October 20, 1832 at the Council House on Pontitock Creek in the southeastern part of Pontotoc County, Mississippi (“Treaty with the Chickasaw, 1832”). When Mississippi became a state in 1817, the Chickasaw Nation found themselves oppressed by the laws of the Americans, despite possessing tribal sovereignty and the 1786 Treaty of Hopewell’s acknowledgement of Chickasaw boundaries and protection. Chickasaws preferred to seek a home where they could live freely and be governed by their own laws.

The Treaty of Pontotoc Creek started the removal process to western lands after the Indian Removal Act of 1830 passed. Chickasaws worked diligently to acquire the best terms of their removal.

Chickasaws agreed to leave their lands with the condition of acquiring equal amounts of land west of the Mississippi River that was suitable for their needs.

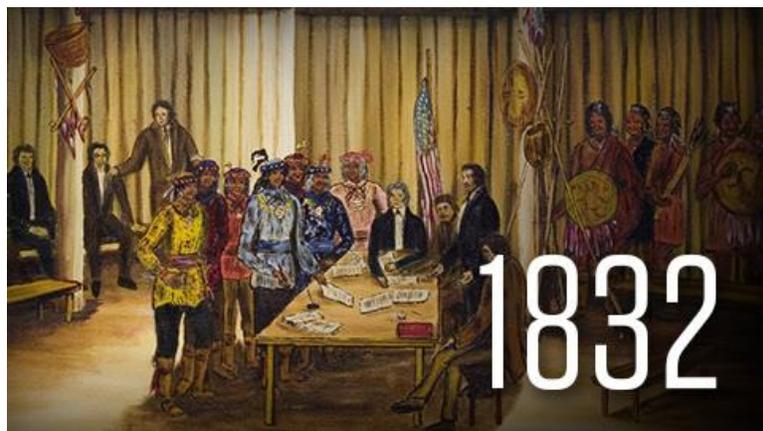


Fig. 6: Artist rendering of the Chickasaws signing the 1832 Treaty of Pontitock Creek. Image courtesy *Chickasaw Nation Collections*.

While Chickasaws agreed to the 1832 treaty, which prompted removal, the alternative of staying under the rule of the state of Mississippi was not an option. Mississippi, during

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this time, was actively making laws against Native Americans and other people of color.

The United States took responsibility for surveying and selling the land and would pay the Chickasaw Nation proceeds of sale. The U.S. agreed to fund Chickasaw Removal and provide enough supplies for a one-year period. The U.S. government would also place three-fourths of the proceeds from the land into trust, and Chickasaws could utilize the interest only for a period of 50 years (“Treaty with the Chickasaw, 1832”).

#### **Treaty with the Choctaw and Chickasaw Nation, 1837 (also known as Treaty of Doaksville)**

Even after the Chickasaw Nation signed the 1832 Treaty of Pontotoc Creek, the federal government impatiently sought to remove the Chickasaws and other Southeastern

Indians from the North

American Southeast.

Seven years after the

Indian Removal Act was

passed, the Chickasaw

Nation signed the Treaty

of Doaksville with the

Choctaw Nation on January 17, 1837 (Treaty with the Choctaw and Chickasaw, 1837”).

Although this agreement between the two tribes was not a treaty with the United States,

President Andrew Jackson submitted the treaty to the Senate, which approved it in

February 1837.

This treaty granted Chickasaws the opportunity to purchase an interest in land and resources from the Choctaw Nation within Indian Territory (present-day Oklahoma).

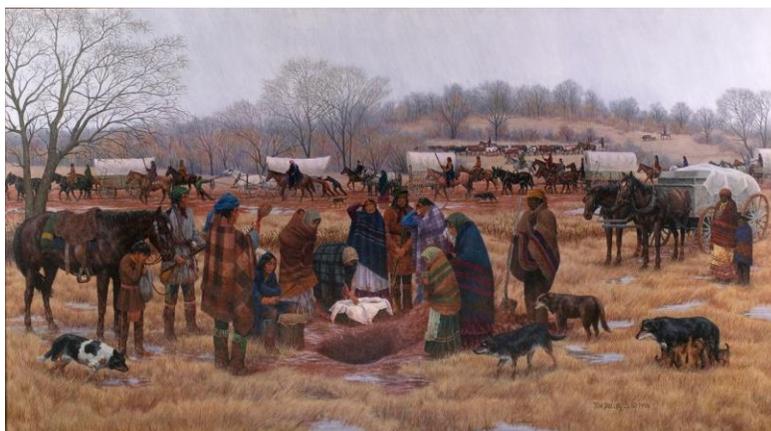


Fig. 7: *Chickasaw Removal* by Tom Phillips. Image courtesy of Chickasaw Nation Collections.

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Additionally, the treaty discussed the boundaries of the Chickasaw district within the territory of the Choctaw Nation. While this treaty provided territory for Chickasaws to relocate, it also was the last stand for Chickasaws in their Homeland. After signing the treaty, Chickasaws were forced to remove. The first group left the Homeland on July 4, 1837, from Sealy's District ("Paige, Fuller and Littlefield" 89). While the majority of Chickasaws were removed between 1837-1851, many Chickasaw families continued to arrive in Indian Territory up to the 1890s, as evidenced through Chickasaw tribal enrollment in the Dawes Rolls ("The History of Chickasaw Entrepreneurship" 14).

The treaties between the Chickasaw Nation and the United States shed light on the policies and ideologies that ultimately resulted in the removal of the Chickasaw Nation, and other Southeastern Indians, from the North American Southeast to present-day Oklahoma. Following the forced removal, Chickasaws determinedly rebuilt their businesses, schools and livelihoods in the new territory. Throughout removal, turmoil and uncertainty, Chickasaws remained united, continuing to provide and protect their own, just as they did in their Homeland.

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#### Discussion Question

1. What treaty was signed first between the Chickasaw Nation and the United States, and what did it establish between the two nations?
  - a. The Treaty of Hopewell was the first treaty signed between the Chickasaw Nation and the United States. The treaty established three main connections between the two nations: 1) established the official name “the Chickasaw Nation;” 2) marked American recognition of the boundaries of the Chickasaw Homeland (located in what is now Southwestern Kentucky, Western Tennessee, Northwestern Alabama and Northern Mississippi); and 3) brought the Chickasaw Nation under the protection of the United States.
2. What role did treaties play in the removal of Chickasaws from their Homeland?
  - a. Treaties played a large role in Chickasaw Removal. Several of the treaties established boundaries and relations between the Chickasaw Nation and the United States. However, little by little, new treaties continued to shrink boundaries of the Chickasaw Nation, ultimately leading to removal.
3. Prior to the signing of the 1786 Treaty of Hopewell, who did the Chickasaw Nation support?
  - a. Prior to the signing of the 1786 Treaty of Hopewell, Chickasaws supported the British. Chickasaws fought with the British against the French during the French and Indian War (also known as the Seven Year’s War), between 1756-1763.
4. Which treaty established a road or highway within Chickasaw Territory, and what was its proposed use?
  - a. The Treaty with the Chickasaw, 1801 (also known as Treaty Chickasaw Bluffs) was the treaty that established a road for Chickasaws, other Southeastern Indians and U.S. citizens. This road became known as the Natchez Trace, and its proposed use was to speed up travel and trade throughout the North American Southeast.
5. Name one tactic used by the federal government to cause major debt amongst members of the Chickasaw Nation?
  - a. Major debt increased within the Chickasaw Nation during the early 19<sup>th</sup> century. The U.S. government created a factory called “The Chickasaw Bluffs Factory.” This factory supplied essentials and luxuries to Chickasaws at an exaggerated cost, thus, causing enormous debt. The Treaty of the Chickasaw Nation was signed to help pay off these large amounts of debt by ceding land to the federal government. This was the first land cession treaty between the Chickasaw Nation and the United States.

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##### Student Activity

Prepare an essay that demonstrates your understanding of the reference material by identifying the relationship between all treaties mentioned and how it affected the Chickasaw people. Be sure to cite specific examples from the reading to support your essay.

**Sample response essay:** *Responses will vary.*

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#### Student Quiz

1. What year was the first treaty signed between the Chickasaw Nation and the United States?
  - a. 1782
  - b. 1784
  - c. 1786
  - d. 1788
2. Which Chickasaw representative was not present for the signing of the Treaty of Hopewell?
  - a. *Piominko*
  - b. *Payamataha*
  - c. *Minko' Tushka'*
  - d. *Latopoia*
3. Which Chickasaw leader supported the Spanish?
  - a. *Ugulaycabe (also known as Wolf's Friend)*
  - b. *Piominko*
  - c. *Payamtaha*
  - d. *Minko' Tuska'*
4. Prior to the signing of the Treaty of Hopewell, with which European nation did the Chickasaw Nation align themselves?
  - a. Spanish
  - b. French
  - c. German
  - d. British
5. Which treaty granted the president of the United States authority to construct a road through Chickasaw Territory?
  - a. Treaty with the Chickasaw, 1786
  - b. Treaty with the Chickasaw, 1801
  - c. Treaty with the Chickasaw, 1805
  - d. Treaty with the Chickasaw, 1816
6. Which treaty was the first land cession treaty between the Chickasaw Nation and the United States?
  - a. Treaty with the Chickasaw, 1786
  - b. Treaty with the Chickasaws, 1805
  - c. Treaty with the Chickasaw, 1816
  - d. Treaty with the Chickasaw, 1818

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7. Which treaty ceded almost six million acres of Chickasaw land across Alabama and Tennessee?
  - a. Treaty with the Chickasaw, 1786
  - b. Treaty with the Chickasaws, 1805
  - c. Treaty with the Chickasaw, 1816
  - d. Treaty with the Chickasaw, 1818
  
8. Also known as the Treaty of Old Town, which treaty was signed to alleviate massive Chickasaw debt?
  - a. Treaty with the Chickasaw, 1786
  - b. Treaty with the Chickasaws, 1805
  - c. Treaty with the Chickasaw, 1816
  - d. Treaty with the Chickasaw, 1818
  
9. Which treaty initiated Chickasaw Removal?
  - a. Treaty with the Chickasaw, 1786
  - b. Treaty with the Chickasaw, 1818
  - c. Treaty with the Chickasaw, 1832
  - d. Treaty with the Choctaw and Chickasaw, 1837
  
10. Which treaty granted Chickasaws “the opportunity to purchase an interest in land and resources from the Choctaw Nation” in Indian Territory?
  - a. Treaty with the Chickasaw, 1786
  - b. Treaty with the Chickasaw, 1818
  - c. Treaty with the Chickasaw, 1832
  - d. Treaty with the Choctaw and Chickasaw, 1837

# The Chickasaw Nation

## Secondary Student Curriculum (Teacher Edition)

### Unit 4: Lesson 1

#### Treaties between the Chickasaw Nation and the United States

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