

## **Through Our Own Eyes: A Chickasaw Perspective on Removal** **Lesson Plan – Grades 9-12**

### BENCHMARKS

This lesson will fulfill the following Oklahoma Academic Standards:

- (1) **Oklahoma History and Government 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.
- (2) **Oklahoma History and Government Content Standard 2.4A:** Summarize the impact of the Civil War and Reconstruction Treaties on Native American people, territories, and tribal sovereignty; including the reasons for the reservation system.
- (3) **U.S. History Content Standard 1.2A:** Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.
- (4) **U.S. History Content Standard 1.2B:** 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 impacts of the *Dawes Act* on tribal sovereignty and land ownership.

### LESSON SUMMARY

In this lesson, students will learn about the removal of the Chickasaws from their traditional homelands of Mississippi and surrounding states Alabama, Tennessee and Kentucky into Indian Territory, present-day Oklahoma. They will accomplish this by reading the provided reference material and completing the accompanied set of reading questions.

### LESSON IMPORTANCE

This lesson will provide students comprehensive knowledge about the history of the Chickasaw Removal while building reading comprehension, critical thinking and writing skills.

### LESSON TARGET

By the end of this lesson, students will be able to explain the process of the Chickasaw Removal and demonstrate their comprehension of the reference material through the provided activity.

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### PROCEDURE OBJECTIVES

Students will read "*Through Our Own Eyes: A Chickasaw Perspective on Removal*" to themselves during class. The students should think critically about the reading by answering in writing the three reading questions.

### PROCEDURE MATERIALS

1. Notebook Paper
2. Pencils/Pens
3. Article on Chickasaw Removal (included)
4. Critical Thinking Questions about the Chickasaw Removal (included)

### PROCEDURE ATTACHMENTS

1. Three Reading Questions
  2. Optional Questions for Unit Test
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#### SET (3 to 5 min)

"All right, would everyone please close their eyes and imagine something with me? Imagine that a large oil reserve has been found underneath your neighborhood. The neighborhood has been opened for development, and all of you must leave for an unknown and faraway place, where you were given parcels of land in exchange for your previous homes. You know almost nothing about this land -- nothing of the weather, the geography, the vegetation. To get there, you must brave the elements and travel through treacherous conditions. You undergo a long, hard journey, and you are exhausted. Now...you have arrived. You have been promised food on your arrival, but it is either spoiled or undelivered. Some of your family and community members begin to starve. And in the midst of all this, you must make a new life and start completely over. You will start at new schools, your families must find new homes, and your parents must find new jobs. This is what it was like for the Chickasaws, a Native American tribe from the southeastern United States currently based in Oklahoma. The Chickasaws were essentially forced to travel to an alien place and make it their home, building new houses, planting new crops, replenishing livestock herds and restarting their businesses." [Use the remaining time in the set to discuss with the students how they felt during the exercise.]

#### PROCEDURE (50 min)

The teacher will hand out the included reading and reading questions. The students will read the article to themselves and then answer each question with one to two paragraphs. The teacher will supervise at this time and answer students' questions.

#### MATERIALS

1. Notebook Paper
2. Pencils/Pens
3. Article on Chickasaw Removal (included)
4. Critical Reading Questions about the Article (included)

#### EVALUATION

- a. The teacher may have the students hand in their answers to the reading questions at the end of class and grade the worksheets based on accuracy, completeness, and writing style — or whichever criteria the teacher deems appropriate for the assignment.
- b. Students should also be tested on this material in the unit test.

#### CLOSURE (3 to 5 min)

“Who can give me a general summary of Chickasaw Removal? [Pause for answers to questions] Yes, exactly. And how did the Chickasaws react when they found out they had to leave? [Pause again for answers]. Correct; they were devastated, just as we would probably be if we were forced to leave our homes. But they survived and made the best of it, like many other tribes. [Make transition if possible]. Ok, class, that’s all we have for today. See you tomorrow!”

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### REINFORCEMENT

1. Before the next class period, the teacher should hand the students' assignment back to them and then discuss with them their answers to the reading questions. The teacher should especially elicit conflicting viewpoints from students and have those students explain their rationale.
2. There should be questions about today's lesson on the unit test. Optional true-false, multiple choice, short essay and long essay questions are attached to the lesson plan.