

HISTORY 370: MISSISSIPPI HISTORY
FALL 2011
STUDY GUIDE (1)



This study guide covers the material in the first third of this course. The “Key Terms” and “Main Questions” listed in the first section will form that backbone of your first midterm examination; make certain that you can identify these terms and answer these questions! The second half of the study guide covers the readings. While the readings will be primarily used for your writing assignments, the readings often overlap with—and expand upon—material presented in the lectures. Your understanding of the lectures will be strengthened if you take the time to work through the study guide for the readings. Moreover, the material discussed in the readings will appear in your examination, so make certain to keep up with the readings. Whenever points are echoed in both the lectures and readings it is safe to assume that it is important.

Lecture Notes: At the conclusion of each class, you should make certain that you can identify the key terms and answer the questions listed below. It is worthwhile to read through these terms and questions before class, so that you can have some sense of the main points that we will be discussed. If you come across any of the terms or questions in your readings (to be completed before class), you should take notes on those subjects.

Pre-History of Mississippi:

Key Terms: Paleo-Indians, Clovis Points, Archaic Period, Woodland Period

Main Questions: What were the major developments in, or defining characteristics of, the Paleo-Indian, Archaic, and Woodland Periods? You should know the approximate dates of each of these periods. Also, you should know what caused the changes between these periods.

Mississippian Civilizations

Key Terms: Cahokia, Moundville, Southern Cult or Southeastern Ceremonial Complex, Chiefdoms (Simple, Compound, and Paramount), Cycling

Main Questions: What were the defining characteristics of the Mississippian civilizations?

Why and how did Mississippian civilizations develop?

De Soto Raid

Key Terms: *Reconquista, Adelantado, Encomiendas, Juan Ortiz, Confitachequi, Tascaluza, Mabilla, “Virgin Soil” Epidemics*

Main Questions: You should know, in broad strokes, what happened during the De Soto expedition. You should be able to create a rough timeline of the raid based on the readings and the lecture.

What kind of military advantages did the Spaniards possess?

What were the consequences of the De Soto expedition?

“Mississippi Shatter Zone” and the Chickasaw Indians

Key Terms: “Mississippi Shatter Zone”

Main Questions: Why did the Mississippian civilizations collapse?

How did the native societies in the southeast change after the De Soto Raid?

What were the effects of the De Soto raid and European exploration on the Chickasaw nation?

Why did the Chickasaw nation become involved in the Indian slave trade?

How did the Indian slave trade change the Chickasaw nation?

The Natchez Indians

Key Terms: Quigualtam, Great Sun (Sun), Stinkards, Exogamy, Natchez Revolt of 1729

Main Questions: What were the defining characteristics of the Natchez Indians?

How were the Natchez Indians similar to, and different from, other native nations in the southeast, such as the Chickasaw and Choctaw.

What were the causes and consequences of the Natchez Uprising of 1729?

The French in Colonial Louisiana

Key Terms: La Salle, Jean Baptiste Le Moyne (Bienville), War of Spanish Succession or Queen Anne's War (1702-1713), Pierre Le Moyne (d'Iberville), Antoine Crozat, Company of the Indies, Company of the West, *engages*

Main Questions: What did the French hope to accomplish by establishing a colony in Louisiana? What were their goals?

What were the consequences of the War of Spanish Succession for Louisiana?

Why did Louisiana struggle to attract settlers and become economically viable?

How did the Company of the West and the Company of the Indies try to revitalize the economy of Louisiana?

Slavery in Colonial Louisiana

Key Terms: Bambara, Maroons

Main Questions: Why did the Company of the Indies bring slaves to Louisiana? What other sources of labor did the French attempt to employ?

Where, specifically, did the French capture the enslaved Africans brought to Louisiana?

What kind of work did slaves perform for the French? How did slaves resist their enslavement and reclaim their freedom?

The Choctaw Indians

Key Terms: Red Shoe, Choctaw Civil War

Main Questions: What were the origins of the Choctaw nation? Stated differently, when, where, and why did the Choctaw emerge as a distinct nation?

How was the Choctaw nation structured? What were the major political divisions in the Choctaw nation?

How was the Choctaw nation similar to, and different from, both the Chickasaw and Natchez?

Readings: This study guide will direct you to the main points in the readings. You should take detailed notes as you read, and should make certain that you can answer the questions raised in this study guide.

Snyder, Christina. Slavery in Indian Country: The Changing Face of Captivity in Early America. Cambridge, Mass.: Harvard University Press, 2010. [pp. 13-45 *electronic reserve*]

In this chapter, Snyder offers a broad overview of Mississippian society, with a particular emphasis on warfare and slavery. She also provides some information on the Natchez Indians, who descended from the older Mississippian chiefdoms that once dominated the Lower Mississippi River Valley.

As you make your way through this chapter, you should look for areas where the readings overlap with the lectures. Points that are discussed in both the readings and in the lecture are bound to be important. Likewise, you should look for issues that are discussed in multiple readings. If you come across a topic, such as the effects of the De Soto Raid, in two or more of the assigned readings, you should take detailed notes on that subject.

As you read this chapter, you should make certain that you can answer these questions:

What was the importance of maize to the Mississippians?

What were chiefdoms? How large were chiefdoms? What was a paramount chiefdom?

What were the defining characteristics of Mississippian chiefdoms? Please note that this question is discussed throughout the chapter.

What were the primary tenets (beliefs) of Mississippian religion? How did they believe the universe was structured? What were the main characteristics of Upper World, the Lower World, and This World? Please note that there is an illustration of the Mississippian Cosmos on page 2 of your supplemental handout.

What was the relationship between Mississippian religion and the power of the chiefs? What kind of special powers did chiefs claim to possess? Please note that these questions are discussed throughout the chapter.

The Mississippians were not a unified people; they were members of distinct chiefdoms and ethnic groups (clans). How did Mississippian people display their status? Stated differently, how could Mississippians identify members of different chiefdoms and different social classes?

The Mississippians and their descendents (i.e., the Chickasaw, the Choctaw, and the Natchez) were matrilineal societies. Make certain you know what a matrilineal society is, and that you know what responsibilities women had in Mississippian societies.

Mississippian societies were marked by profound inequality. As Snyder notes, “Mississippians assumed that people were born unequal.” Make certain you can provide examples of this inequality from Moundville and other Mississippian chiefdoms. How was inequality manifested or displayed in chiefdoms?

How did chiefs and ruling clans maintain their authority? What were the sources of chiefs’ power? What role did the redistribution of food and prestige goods play in maintaining the chiefs’ elevated positions?

On pages 23 and 24, Snyder discusses social classes in the Natchez nation. Make certain you can describe the kind of power the Great Sun of the Natchez wielded over his people.

Why were prestige goods so important to chiefs? What did the possession and redistribution of goods from outside the chiefdom mean to chiefs?

Were Mississippian people healthy? What kind of health problems did they endure? What were the sources of these maladies?

What is the significance of Mound 72 at Cahokia?

Snyder claims that the “Mississippian era brought unprecedented violence to the region.” What evidence does she provide to support that claim?

Why did Mississippian chiefs go to war? What were they seeking?

How did warfare enhance a chief’s authority? How did success in warfare strengthen a chief’s power over his own people?

Mississippian chiefs often took captives or slaves when they went to war. How were these slaves treated? How were they employed by their new masters? How did chiefs use control of captives to enhance their status?

Who was Juan Ortiz, and what point do you think Snyder is attempting to illustrate by describing his experiences?

Towards the end of the piece, Snyder sketches out the effects of the De Soto raid on the Mississippian chiefdoms. Make certain you discuss how chiefdoms and warfare changed during the 1600s.

Davidson, James West and Mark Hamilton Lytle. “Contact,” in After the Fact: The Art of Historical Detection, 6th ed. New York: McGraw Hill, 2010. [pp. 1-30 *electronic reserve*]

Make certain you can discuss De Soto's early years. Where was he born? Why did he come to the Americas?

How did De Soto make his fortune in the Americas? What role did De Soto play in Pizarro's expedition against the Incas?

Davidson and Lytle spend a great deal of time discussing the ecosystem of early America. How had natives modified the ecosystem before Europeans arrived?

How did early European explorers and settlers begin changing the ecosystem? What was the Columbian Exchange?

What kind of animals did De Soto bring on his expedition to the Americas? What kind of advantages did the Spaniards gain by using these animals?

What kind of difficulties have archaeologists and historians encountered in reconstructing the line of De Soto's march?

What kind of weapons did the Spanish bring to the Americas? Did these offer advantages to De Soto and his men? Why?

What happened at Confitachequi?

Who was Tascaluza and what happened at Mabila?

After the De Soto expedition, almost 140 years passed before another European expedition visited the Lower Mississippi River Valley. How had the region changed?

What kind of diseases did Europeans bring to the Americas? What effects did these diseases have on natives? In answering this question, do not just think of the number of people who died consider—the social consequences. Which people were most likely to die? Why was the loss of these people particularly devastating? Please note that this issue is also discussed in the chapter from Snyder's book.

How were diseases transmitted to the natives? What role did animals play in the transmission of diseases?

How had the ecosystem of the American southeast changed in the years between the De Soto and La Salle expeditions? How might have the devastation of the human population by European diseases changed the ecosystem? In answering this question, think about the point that Davidson and Lytle are attempting to make in their discussion of buffalo.

Galloway, Patricia. "Henri de Tonti du villages des Chacta, 1702: The Beginning of the French Alliance." In La Salle and His Legacy: Frenchmen and Indians in the Lower Mississippi River Valley, ed. Patricia Galloway, 146-175. Jackson: University Press of Mississippi, 1982.

This is a very detailed essay. As you read, it is important not to get bogged in the details. Remember, you should always focus on the main ideas, then sketch in the details that seem most important. In this case, you should focus on what this essay—and the two letters written by Henri de Tonti—reveal about *the political structure of the Choctaw and Chickasaw nations*, and what they reveal about the *native slave trade*.

Galloway begins her essay by providing background information on the letters written by Tonti in 1702. In the opening paragraphs, she discusses how the Chickasaw and Choctaw nations were organized (pp. 146-47). How does this differ from the organization of the older Mississippian chiefdoms (refer back to Snyder)?

Galloway offers a very detailed reconstruction of the Tonti's route from the Gulf Coast to the Chickasaw homeland (pp. 148-158). Skim through this section, as the information is not of great use for our purposes. You should know the route that Tonti and his companions took (see p. 154), but do not agonize over the specifics discussed by Galloway.

Galloway discusses the effects of the slave trade on the Chickasaw and Choctaw nations (pp. 158-161). You should focus on how this traffic operated and what it meant for the native peoples of the Southeast (i.e., Who directed the raids? Who was captured and killed in the raids? What did Tonti and the French think of the trade?).

Galloway notes that Tonti's letters offer some clues about how the Choctaw and Chickasaw nations were organized. You should be able to discuss how these nations were structured in the early 1700s.

Galloway's translation of the letters begins on page 166. Please note that you should focus on the actual letters—not the introduction—if you decide to write Primary Source Paper Option One. Also, please note that Tonti sometimes spelled Choctaw as "Chaqta" and Chickasaw as "Chicacha."

On pages 168 and 169, Tonti refers to the "3 chiefs of the Choctaw" and to a Choctaw chief who "only spoke for his village." What can you infer about the Choctaws' political structure from these comments?

Throughout the letters, Tonti notes that he gave the Choctaw and Chickasaw gifts. What role did gifts play in frontier diplomacy? What kind of gifts did Tonti present to native leaders?

Who led the war parties that captured slaves? What role did English traders play in this traffic?

What did the Chickasaw and Choctaw think about the slave trade? Do Tonti's letters offer any clues about how the trade and the wars it spawned were disrupting native society?

As you read Tonti's letters, look for similarities and differences between his writings and those of Thomas Nairne and Iberville.

**McWilliams, Richebrough Gaillard McWilliams, ed. and trans. Iberville's Gulf Journals.
University: University of Alabama Press, 1981, 119-20; 171-74. [*electronic reserve*]**

I have assigned two sections from Iberville's journals. The first entry is dated February 28, 1700. [p. 119] What does this passage reveal about the Indian slave trade? Who was involved in the trade and who seems to have been driving the traffic? What did the French do, or attempt to do, to stop the trade? Does this letter confirm or contradict the details of the slave trade discussed by Tonti?

Please note that the "Chicachas" referred to in this passage are the Chickasaws, and that the "M. de Tonty" is Henri du Tonti, whose 1702 letters have also been assigned for today's class.

The second passage I have assigned is from March 26, 1702. Please note that the meeting described in this entry is the meeting that Tonti was attempting to orchestrate in the letters you read for today's class. Also, please note that "Chaqueta" discussed in this section are the Choctaw Indians.

What kind of gifts did d'Iberville present to the Chickasaws and Choctaws at the beginning of the meeting?

According to d'Iberville, who was responsible for the slave trade? What did he believe the consequences of this trade were for the native people of the southeast? What did d'Iberville believe was the ultimate goal of the English? Stated differently, what did he believe the English wanted to accomplish through the slave trade? [pp. 171-172]

What did d'Iberville want from the Chickasaw? What did he threaten to do if they refused? [pp.172-173]

What kind of economic relationship did d'Iberville want with the Chickasaw? What did he offer the Chickasaw if they abandoned the slave trade? Does it seem that he was successful in gaining the support of the Chickasaw?

After you read these passages from d'Iberville, go through your notes from Thomas Nairne's journals. How are their descriptions of the Indian slave trade similar and dissimilar?

Nairne, Thomas. Nairne's Muskhogean Journals: The 1708 Expedition to the Mississippi River. ed. Alexander Moore. Jackson: University Press of Mississippi, 1988.

In her forward, Patricia Galloway suggests that Nairne's journals and letters are trustworthy sources. Why?

The introduction contains a great deal of biographical information about Nairne. Pay particular attention to Nairne's career as a soldier and an Indian Agent. What was his strategic vision for the southeast? Stated differently, how did he plan to drive France and Spain from the southeast? How was he killed?

As you read the introduction, make certain that you understand the effects of Queen Anne's War and the Yemassee War. Also, make certain that you understand how these wars were fought. Who led the armies? What was the composition of the armies that fought these wars?

As you read Nairne's letters, pay attention to how the English and the French maintained alliances with native nations. How did Europeans understand alliances? How did the natives understand alliances? [see pp. 56-57; and 73-78] What did natives, such as the Chickasaw, look for in alliances with the English and the French? Why did the Chickasaw switch their alliance to the French, then return to the English?

What kind of power did chiefs have in the Ochessees and Chickasaw nations? [see pp. 32-39]

Look for evidence about the importance of firearms in the southeast. Make certain you can point to specific examples of how firearms gave some native nations an advantage over their neighbors. How did natives secure firearms?

Nairne spent a great deal of time discussing gender relationships [i.e., proper roles for men and women] among the Chickasaw. What were the responsibilities of men and women? How does he describe the obligations and power that husbands and wives had in marriage?

Like other nations in the southeast, the Chickasaw were a matrilineal society. The Chickasaw traced their descent—and transferred property—through their mother's family. Make certain you can point to specific examples of this practice. [see pp. 39; and 45-45]

What role did the slave trade play among the Chickasaw? How were the Chickasaw effected by the slave trade, and why were they willing to participate in the trade? [see pp. 37-39; 47-48; 50-51; and 73-76]

Du Pratz, Le Page. The History of Louisiana, or of the Western Parts of Virginia and Carolina. London: T. Becket, 1774; reprint, Baton Rouge: Claitor's Publishing, 1972, 87-96. [electronic reserve]

This is an excerpt from a history written by Le Page Du Pratz, a Frenchman who lived in Louisiana from 1718 to 1734 and who witnessed many important events in the colony. This particular chapter discusses the immediate aftermath of the Natchez Revolt of 1729 and the intensification of warfare between the French and the Choctaws and their enemies, the Chickasaws. Please note the mounting tensions between these nations are also discussed in article by Foret and the documents from Bond's book (see below).

According to Du Pratz, what caused the war between the French and the Chickasaw? Why did the Chickasaw refuse to comply with the French requests?

The Choctaw agreed to march against the Chickasaw, but there were conditions. What did the Choctaw demand before they went to war with the Chickasaw?

On page 89, Du Pratz begins a discussion of Bienville's [Biaiville's] campaign against the Chickasaw. Bienville planned a two-pronged attack. His force would march north from Mobile along the Tombigbee, while another force of Frenchmen and Indians commanded by M. d'Artaguette would drive south from Illinois.

Please note that the "Tombebec" mentioned on page 89 is Fort Tombebe, which can be seen on Figures 10 and 11 of your supplemental handout. The French and their allies were advancing north from Mobile along the Tombigbee River.

How successful was the initial French effort to take the Chickasaw fort? [p.91]

How successful was M. d'Artaguette's attack against the Chickasaw? What happened to d'Artaguette and his European soldiers? [p.92]

Please note that when Du Pratz discusses "succours" [p.92] he means reinforcements.

On page 92, Du Pratz begins his narrative of the second French campaign against the Chickasaw, which began in 1739. The Prud'homme referred to be page 93 was probably near Fort Prudhomme (see Figure 11 in the supplemental handout).

Pay attention to the composition of the army that Bienville assembled for the 1739 campaign. Who was fighting for the French?

What kind of difficulties did Bienville's army encounter?

On page 94, Du Pratz discusses M. de St. Laurent, who went to see if the Chickasaw had, in fact, broke their alliance with the English and were keeping two Englishmen as slaves. Why did the Chickasaw spare St. Laurent and surrender the English captives?

What did the Chickasaw do, or offer to do, to prove their commitment to France?

Who was Red Shoe? What did he do to offend the French, and what did the French do to offend Red Shoe and his warriors? [p. 95] Please note that Red Shoe will appear in several more of your readings. You should begin compiling notes on Red Shoe from the various primary and secondary sources you read.

**Foret, Michael J. "War or Peace? Louisiana, the Choctaws, and the Chickasaws, 1733-1735."
Louisiana History 31 (Summer 1991): 273-92.**

If you have not done so, you should read Du Pratz's account of the war with the Chickasaw before you read this article. Du Pratz discusses the two military expeditions that the French launched against the Chickasaw in 1736 and 1739, while Foret's article explores the causes of these wars.

This essay examines the rising tensions between the French and the Chickasaw during the early 1730s. Foret explores why the French made the fateful decision to launch large raids against the Chickasaws. As you read the piece, make certain that you can answer the following questions:

The French colony of Louisiana was especially vulnerable in the 1730s. Why? How powerful was the French military in Louisiana? As you think about the French military, refer back to Du Pratz's description of the soldiers who fought against the Chickasaw. Where did the French find soldiers?

The French had difficulty supplying their allies with presents and trade goods, while their enemies, the English, could provide these items with ease. What were the consequences of France's inability to provide natives with European goods? Make certain you can provide examples of how shortages undermined or weakened the French position.

As you think about presents and trade goods, refer back to Du Pratz. What role did these items play in the alliance between the French and the Choctaws?

How many Natchez Indians had survived the 1729 uprising? Where did these refugees live?

Foret notes that Governor Perier (Bienville's predecessor), had created many new chiefs among the Choctaws. How did this weaken France's bargaining position?

What were France's goals with the Chickasaw nation? Stated differently, what did the French hope to do to the Chickasaw? How did France's goals change over time?

Why did the Choctaw abandon their raid against the Chickasaw in the fall of 1733? What does this reveal about the strength of the alliance between the French and the Choctaw?

How did the English attempt to win over the Choctaw?

Who was Red Shoe? What do his actions reveal about the French-Choctaw alliance? Why did Red Shoe's efforts to build an alliance with the English in Carolina fail? Again, you should refer back to Du Pratz's discussion of Red Shoe to gain a fuller picture of Red Shoe.

Bond, Bradley G., ed. Mississippi: A Documentary History. Jackson: University Press of Mississippi, 2003. [pp. 21-41 *electronic reserve*]

These documents build upon Du Pratz's History and Foret's article, "War or Peace." Taken together, they offer glimpses of the causes and consequences of the wars between the French-Choctaws and the Chickasaw. They also offer insights to the workings of frontier diplomacy along the Gulf Coast.

Regis Du Roullet, 1731

The slaves discussed in this document were either captured by the Natchez during the 1729 uprising or had left their masters to fight alongside the Natchez Indians during that war. Roullet was living among the Choctaw when he wrote this letter, which describes French efforts to secure the return of the enslaved people. Roullet's letter discusses negotiations among the Chickasaw, the Choctaw, and the Africans concerning the fate of the slaves.

Why did the slaves who surrendered themselves to Roullet on March 5, 1731, ask to be taken to Mobile?

What did the Chickasaw do to lure slaves to their nation?

Please note that the Cushtushas were a small native nation that lived near New Orleans. The Choctaw town of Yowani [p.24] is near present-day Shubuta, Clarke County, Mississippi.

What did the chief of the Cushtushas demand for the slaves? What do his actions reveal about the natives' understanding of African slavery? [p. 24] Later in the letter [pp.25-26], Roullet noted that a Choctaw man from the Chickasawhay division had arrived at Yowani with a runaway slave from New Orleans. What does this passage reveal about the natives' relationship with Africans?

What did Roullet want the Cushtushas to do to the Chickasaw and the English? [pp.24-25]

This letter reveals how suddenly natives' allegiances could change. How and why did Red Shoe's views on attacking the Chickasaw change? [pp. 26-27] Again, refer back to the earlier readings. The episode concerning Red Shoe discussed in this essay foreshadowed his later actions, which are discussed in Du Pratz [p. 95]

Etienne De Perier, 1731

This letter discusses the state of Louisiana and the surrounding native nations in the aftermath of the Natchez Uprising of 1729. The letter echoes many of the themes discussed by Du Pratz and Foret—you should look for any places where these sources overlap one another. Pay particular attention to the following issues and questions:

Throughout the report, Perier discusses divisions or factionalism within the Choctaw nation. Make certain that you can point to specific examples of divisions among the Choctaw.

What action did Perier believe the French should take against the Chickasaw?

What evidence do you find of French military weakness in this report?

Diron D'Artaguette, 1734

Why did D'Artaguette write this report? What had the Choctaws done to make him concerned?

How were the English undermining the alliance between the Choctaws and the French?

What had Red Shoe done to arouse French concerns? [p. 32]

What did D'Artaguette do to ease the Choctaws' fears and win them back to the French? [p.33]

Alibamon Mingo, 1739

How did Mingo explain the Natchez Uprising of 1729? Who does he believe was responsible for the war? [p. 35]

Mingo insisted that he was loyal to the French, but he allowed the English to establish a trading post in his territory. Why? [p. 36]

Mingo paid particular attention to Red Shoe. What had Red Shoe done? What do Red Shoe's actions and his supporters' relationship with the English and the Chickasaw reveal about the power of chiefs in the Choctaw nation?

Chickasaw Chiefs, 1743

What did the Chickasaw chiefs offer the French in exchange for peace?

Pierre Rigaud, Marquis de Vaudreuil, 1744

Why did Vaudreuil believe that it would be difficult to secure a peace with the Chickasaws? What role did gifts and trading goods play in French diplomacy with the Chickasaws?

Galloway, Patricia. "Choctaw Factionalism and Civil War, 1746-1750." In Pre-Removal Choctaw History: Exploring New Paths, ed. Greg O'Brien, 70-103. Norman: University of Oklahoma Press, 2008. [*electronic reserve*]

Like the previous essay you read by Patricia Galloway, this is a very detailed piece. When tackling an essay like this, it may be useful to “pre-read” the work. Instead of wading in and reading through Galloway’s essay, read the introductory and concluding paragraphs very carefully, then skim through the body of the article. What is Galloway’s main point or thesis? [Hint: She actually makes her clearest thesis statement in the conclusion of the essay on p. 97] What point is she attempting to prove? Again, you should skim through the piece looking for the main points, then go through and sketch in the details.

This essay examines the causes of the Choctaw Civil War, 1747-1750. How many Choctaw men lost their lives in this conflict?

Galloway begins by discussing the political structure of the Choctaw nation [pp. 72-73]. Did the Choctaw have a main chief who controlled the tribe? If not, who wielded political power within the nation? What were the responsibilities of Red and White chiefs?

What were the divisions within the Choctaw nation [p. 74]? When did these divisions develop?

What were medal chiefs? Why did the French create these chiefs, and how did they exercise control over these chiefs?

On pp. 77-78 Galloway discusses the alliance between the Choctaw and the French. When and why did this alliance develop?

What did Red Shoe do to anger the French [pp.80-90]?

The murder of Red Shoe caused the Choctaw civil war. Explain how this happened. Why did the French insist that their allies in the Choctaw nation continue attacking Red Shoe’s faction, even after the chief’s death?

What were the conditions of the Granpre Treaty [pp. 96-97]?