

Conflict and Cooperation: The Cherokee and Early Settlers in Tennessee

Introduction:

The interactions of the Cherokee and early settlers in Tennessee were complex and provide many examples of both conflict and cooperation that mirror the larger story of European and Native American interactions in North America.

Guiding Questions:

In what ways did the Cherokee and early settlers cooperate?

What were the causes and results of conflict between the settlers and the Cherokee?

Learning Objectives:

The learner will analyze primary and secondary sources for examples of conflict and cooperation between the Cherokee and settlers.

The learner will demonstrate knowledge of conflict and cooperation by responding to the writing prompt with a written piece of two to three paragraphs.

Curriculum Standards:

History

8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)

English Language Arts

Informational Text: Key Ideas and Details: 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standards: Text Types and Purposes: 1. Write arguments to support claims with clear reasons and relevant evidence.

Speaking and Listening: Comprehension and Collaboration: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Literacy in History/Social Studies, Science and Technical Subjects

Reading

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
9. Analyze the relationship between a primary and secondary source on the same topic.

Writing

4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Materials Needed:

Artifact Activity card: Cherokee Trade Beads

Artifact Activity card: Cast Iron Cannon

Map- [*A draught of the Cherokee Country: on the west side of the Twenty Four Mountains, commonly called Over the Hills*](#) Tennessee State Library and Archives

Primary Source- [The Watauga Purchase](#) (transcribed)

[The Watauga Purchase](#) (original)

Legal Document- [The Treaty of Hopewell](#)

Informational Text- [Watauga during the Revolutionary War](#)

Writing Prompt:

Write an essay of two to three paragraphs that cites textual evidence of both conflict and cooperation between Native Americans and colonists.

- Include details about agriculture, trade, cultural exchanges, military alliances and conflicts.

Lesson Activities:

Activity 1 Review and Discuss prompt and prior knowledge



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Whole Class Activity

Begin the lesson by showing the students the prompt and discussing the elements that will need to be included in the writing. Also, review prior knowledge of interactions between Native Americans and colonists.

Activity 2 Informational Text- [Watauga during the Revolutionary War](#)*Individual/Partner Activity*

Before reading, preview the text with the students and guide them in pronouncing unfamiliar names in the text such as Attakullakulla (Little Carpenter). Students will then annotate the text by circling or highlighting key people. They will also draw “smiley” faces near examples of cooperation and “frowny” faces near examples of conflict. After students read and highlight the document, they will partner with another student to discuss and review their annotations. Then discuss the text as a whole class. Events should be categorized as conflict or cooperation and listed on the board. The names of key people will be listed as well.

Activity 3 - Map- [A draught of the Cherokee Country: on the west side of the Twenty Four Mountains, commonly called Over the Hills](#)*Whole Class Activity*

Students will be asked to identify any places mentioned in the text on the map. Ask students to infer what the small ^ shapes on the map represent. Students will likely guess that they represent Cherokee houses. Ask students to determine the largest and smallest Cherokee towns shown on the map. Next, ask students to identify any evidence of European settlement shown on the map. Students should locate Fort Loudoun and another fort that is listed as having been built by Virginians in 1756 and destroyed by the Indians soon after. Ask the students why the statistics on numbers of warriors per town were included on the map? Decide if the map should be listed in the conflict or cooperation columns or both.

Activity 4 Photograph - [Artifact Activity card: Cast Iron Cannon](#)**Photograph-** [Artifact Activity card: Cherokee Trade Beads](#)*Partner Activity*

Give the students copies of the Cast Iron Cannon card and have them read the explanation beside the image and the description of Fort Loudoun on the back. Discuss the military alliance that existed between the British and Cherokee as well as the



reasons it was broken. Decide if the cannon photograph should be listed in the conflict or cooperation columns or both. Give the students copies of the Cherokee Trade Beads card and have them read the explanation beside the image. Discuss the idea of cultural exchange. Make sure to note that the Cherokee were sharing their culture with the beads and Reverend Martin was sharing his culture by preaching to the Cherokee. Decide if the beads should be listed in the conflict or cooperation columns or both.

Activity 5 Primary Source Document- [The Watauga Purchase](#) (transcribed)

Small Group or Partner Activity

Begin this activity by reading and discussing the introduction to the document. Make sure students understand that the document is describing the sale of land before they begin reading. Also, point out that some of the important people they have already discussed are named in the document, though their names may be spelled differently. Guide students' reading by giving them the following questions to answer with the document: Who is the original owner of the land? Who is purchasing the land? What price is to be paid for the land? Does this document represent cooperation or conflict? Did the Cherokee have a choice in selling the land? What would have happened if they had refused to sell? Give the students time to read and then discuss their answers to the questions. Decide if the primary source document should be listed in the conflict or cooperation columns or both.

Activity 6- Legal Document- [The Treaty of Hopewell](#) (transcribed) Optional

Partner or Small Group Activity

Since the Watauga Purchase document studied in activity 5 is a legal document, it is not necessary to do a detailed study of the Treaty of Hopewell. Before the lesson, select excerpts from the document for students to read. Articles 1, 2, and 11 are relatively short and easy for students to understand. Have students to read and summarize Articles 1 and 2. Ask them why they think the treaty was necessary and what might have caused the conflict. Have students read and summarize Articles 11 and 13. Ask them to infer why the United States would want Article 11 and why the Cherokee might resist it. Decide if the Treaty of Hopewell should be listed in the conflict or cooperation columns or both.

Activity 7- Review of documents/ Preview of Writing Task

Whole Class Activity



After analyzing the various sources, review the writing prompt with students. Ask them to identify which sources provide evidence for each of the sub-topics in the prompts such as agriculture, trade, etc.

Assessment:

Students will be instructed to write two to three paragraphs in response to the prompt. Because of the extensive preparation provided in the analysis activities, students should complete the writing quickly. Using either the rubric created by the state or a modified version of it will streamline the grading process.

Extending the Lesson:

Have students compare the interactions of the Cherokee and settlers in Tennessee with that of Native Americans and settlers in New England noting the similarities and differences.

Have students select one of the key figures in the lesson such as Attakullakulla (Little Carpenter) as the focus of a short research project.

