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Title of Unit: *The Europeans Are Moving In*

Vital Theme: In this unit students will learn how Native American culture and populations were affected by European settlement. Students will learn about American pioneers and how they affected and were affected by Native Americans.

Grade Level: Fourth Grade

Number of Lessons: 5

Time Needed to Complete: Three Weeks- Fifteen 50 minute class periods

Curriculum Standards:

4.5. spi.1- Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw).

4.1. spi.4- Examine how Native American culture changed as a result of contact with European cultures (i.e. decreased population, spread of disease, increased conflict, loss of territory, increase of trade).

4.5. tpi.7- Identify the contributions of early pioneers to the development of Tennessee and America.

4.5.spi.4 Determine the hardships faced by early Tennessee settlers in the late 1700s (i.e., security, isolated communities, lack of access to goods, natural geography).

4.1. tpi.2- Discuss the importance of forts such as Fort Loudoun in the development of the emerging Tennessee community and the lives of the soldiers.

4.5.tpi.3- Visit historical Tennessee sites.

4.5. spi.2- Identify major Tennessee political leaders (i.e. Andrew Jackson, Sam Houston, James Polk, Sequoyah, David Crockett, Nancy Ward).

4.5.tpi.5- Design a picture book showing famous Tennesseans and describe their accomplishments.

4.5. spi.12- Read and interpret a passage about the Trail of Tears.

4.5. tpi.10- Create a Venn diagram showing the reasons for and against the Trail of Tears.

4.5. tpi.2- Create a time line of major events.

Technology Used: Computers to visit various web sites. Overhead projector

Unit Introduction and Overview of Instructional Plan: In this unit, students will identify the Native American groups that lived in Tennessee before European explorers arrived. They will examine how the cultures of these Native Americans changed due to the influx of Europeans. Students will identify major

Tennessee political leaders as well as learn about common everyday settlers and how their lives affected and were affected by the Native Americans. To develop a deeper appreciation of the conditions and hardships faced by the early settlers, students will visit local historical Tennessee sites. Students will use what they learn about famous Tennesseans to create a class picture book. Students will follow the progression of Native American and European interaction to the Trail of Tears. Students will use a Venn diagram to help them understand the reasons for and against the Trail of Tears. As the students work through this unit, they will create a timeline of the major events.

Timeline:

Lesson 1 consists of three lessons on the Native American groups living in Tennessee before European contact.

Lesson 2 consists of two lessons on the changes caused by contact with European settlers.

Lesson 3 consists of four lessons on the early exploration and settlement of Tennessee and what life was like. One day will be needed for a fieldtrip to Fort Loudoun.

Lesson 4 consists of three lessons on famous Tennesseans.

Lesson 5 consists of two lessons covering the Trail of Tears and one day for a fieldtrip to Sequoyah Birthplace Museum.

Fieldtrip Contact Information:

Fort Loudoun - 423-884-6217

Vonore, Tennessee

Sequoyah Birthplace Museum – 423-884-6469

Vonore, Tennessee

Heartland Series Videos are available at most public libraries.

American Pioneers

As the English colonies in America struggled to have a voice in their political and financial future, they were also asking, “Who are we?”, “What do we stand for?”, and “Will we succeed in this new world?” These questions were being answered long before the American Revolution began. America has been defined in the eyes of the world by heroic pioneers like Daniel Boone, by political pioneers like Andrew Jackson, and by common pioneers like Mary Draper Ingles and Mary Jemison. Pioneers all - they helped define who “Americans” are.

A heroic pioneer, Daniel Boone, was born in Berks County, Pennsylvania on November 2, 1734. He was the first generation of his family born in America. Daniel was the sixth child born to Squire and Sarah Boone. Even in his early youth, Daniel “loved his freedom and was irked by anything that restrained it” (Lofaro, 2003). Daniel always told his children he had never had a day of formal education, but he could read and write even though he was known as a “creative speller” (Lofaro, 2003). Daniel’s strength was shooting. When he received his first short-barreled rifle at the age of twelve or thirteen, he kept the family supplied with fresh game. On May 1, 1750, Squire Boone moved his family from Pennsylvania to the Shenandoah Valley and between 1751 and 1752 they moved to the Yadkin Valley of North Carolina. Here, Daniel used his skill with a rifle to make a living, for surrounding wilderness teemed with wildlife. An ordinary hunter could take four to five deer a day, but Daniel could kill thirty.

Daniel married Rebecca Bryan on August 14, 1756. For the next ten years they lived on the Sugar Tree Creek in the Bryan family settlement in northeastern Davie County, North Carolina. Five of their ten children were born there. During this time Daniel farmed, worked as a wagoner, and hunted.

Daniel served under Major General Edward Braddock during the French and Indian War. There he met John Findley, an Irish adventurer and Indian trader, who told Daniel of a hunter’s paradise known as Kentucky. Daniel would not search for Kentucky until the autumn of 1767. On this trip Daniel tried to

reach Kentucky by following the Big Sandy River. Rugged terrain forced the group to turn back before reaching the plains of bluegrass never realizing they had in fact been in Kentucky.

During the winter of 1768-1769 John Findley visited Daniel. He asked Daniel to help guide him to the Warrior's Path through the Cumberland Mountains into Kentucky. On May 1, 1769, six men left Daniel's cabin in search of Kentucky. They followed a generally west-northwest direction, probably using the Great Traders Route and the Warrior's Path. A few miles past the Cumberland Gap, Daniel climbed the highest hill believing they were very near the meadowlands. Just beyond the hill, Daniel saw his goal, the bluegrass plains of Kentucky. The party camped and hunted. Hunting was a great success until Shawnee Indians discovered the camp and took all of their meat, hides, and horses. Daniel stayed in Kentucky for two years exploring and trying to recover his losses.

As an agent of the Transylvania Company, Daniel obtained a treaty-deed from the Cherokee for their hunting grounds in Kentucky. On March 10, 1775, Boone and thirty backwoodsmen began widening Daniel's trail into a road wide enough to accommodate pack horses. Boone's group reached their destination on April 6, made a station, and called it Boonesborough. They immediately began to build Fort Boone. Despite Indian attacks, Boone moved his family to Kentucky in 1775.

Throughout his life Boone had numerous encounters with Indians, some friendly but many not. Boone himself escaped these encounters time after time with his scalp intact, but members of his family were not so lucky. Boone's oldest son, James was tortured and killed by Shawnee Indians on October 9, 1773, during early efforts to settle Kentucky. Boone's brother, Edward, was killed by Shawnees in October of 1780, and Boone's second oldest son, Israel, was killed when the Kentuckians were defeated by Indians at the Blue Licks. After the defeat at the Blue Licks, Daniel felt the settlement of Kentucky was collapsing and wrote to Governor Benjamin Harrison for help. That fall George Rogers Clark led a force of one thousand riflemen against the Indian tribes in the employ of the British. With the threat of invasion over, Daniel remembered Dragging Canoe's warning at the treaty of Transylvania, "Brother,

says he, we have given you a fine land, but I believe you will have much trouble in settling it” (Lofaro, 2003).

An early political pioneer, Andrew Jackson, was the seventh President of the United States. Jackson was the first president not born an aristocrat, the first born in a log cabin, the first who lived on the American frontier, the first to ride on a railroad train, and the first president to be nominated by a political party. He survived the first attempt to assassinate a president. He was a man of strong personality and passions. The common people loved him, and the political bureaucracy hated him.

Jackson was the third son born to Andrew and Elizabeth Jackson, Andrew’s father died before he was born. When he was only 13 years old, he served as a messenger for the mounted militia of South Carolina during the Revolutionary War. When the war ended, Andrew was the only surviving member of his immediate family.

After going through his inheritance from his grandfather, Andrew studied law. He was admitted to practice in 1787 and moved to Nashville, then a district of North Carolina. While in Nashville, Jackson met, fell in love with, and married Rachel Donelson. Rachel had been unhappily married to Lewis Robards for ten years when she met Andrew. She applied for a divorce and believed she was free when she married Jackson in the summer of 1791. The divorce however was not final, and Robards challenged Jackson to a duel which Jackson uncharacteristically refused. The failed divorce labeled Rachel an adulteress. Robards did not ask for a divorce until 1793. Jackson and Rachel remarried in 1794.

During the next ten years, Jackson progressed through various law positions and political offices: solicitor general, prosecuting attorney, U. S. Congressman and Senator, and state superior court judge. Between 1804 and 1812, Jackson “retired” and worked on his plantation, the Hermitage. He was elected major general of the Tennessee militia in 1802, and when the War of 1812 broke out, he was ordered to New Orleans where he went on to become a national hero at the Battle of New Orleans.

In 1822 the Tennessee legislature nominated Jackson for president. He was reelected to the U.S. Senate in 1823 so he would have a national platform. Since Jackson lacked a political base in Congress, his supporters made a direct appeal to the people. The election of 1824 was split four ways between Jackson, John Quincy Adams, William Crawford, and Henry Clay. Jackson received the most electoral votes and the most popular votes, but because no candidate had a majority of the electoral votes, the election was decided in the House of Representatives. The House elected Adams president on February 9, 1828. Jackson and his supporters accused Adams of making a corrupt deal to win the election.

The 1828 presidential election began as soon as the 1824 election was decided and the campaign was vicious. A symbol for democratic reform, Jackson easily won. Jackson was almost 62 years old when he was inaugurated. Thousands of people came to Washington for the inauguration. They swarmed the White House, broke the dishes and glasses, and tromped through the house until refreshments were served on the lawn outside. General Jackson was their President, and they wanted to support him.

Jackson embraced the custom of rewarding political supporters with public offices and made it a policy of his administration. He justified the use of “rotation in office” as a way to prevent an entrenched bureaucracy.

Jackson’s most famous political battle was over the Bank of the United States. The bank was an agency of the government, but only five of its twenty-five directors were appointed by the government, and many stockholders were foreigners. Jackson said the bank only benefited the creditor, investor, and speculator. In 1832 Henry Clay persuaded Nicholas Biddle to ask for an early renewal of the bank’s charter. Clay wanted to make the bank a campaign issue. Jackson vetoed the new charter even though it gave the government more control. Jackson called the bank un-American, and said it was the private use of public money. To break the bank, Jackson decided to withdraw government money from the bank. In response, Biddle restricted credit and called in loans from state banks. This action proved that Jackson was correct in his opinion that a private monopolistic bank without government regulation could not be

trusted with public money. The Second Bank of the United States ceased to exist when its charter ended in 1836.

Another controversy that followed Jackson was the Indian Removal Act. Jackson is credited, blamed, and remembered for carrying out the Indian Removal Act, even though Thomas Jefferson was the originator of the idea. Jackson was elected president with strong southern support because of his promise to remove all Indians in the east. Jackson took the step that none of his predecessors dared to. He negated the sovereignty of the nations of Native Americans by honoring Georgia's claim of jurisdiction over the Cherokee. The federal government could then step in and bargain to "save" the Indians from state harassment by sending them west of the Mississippi. Georgia and President Jackson both ignored the decision of the Supreme Court which found that the Cherokee Nation was indeed a distinct community that occupied its own territory, and that within its boundaries Georgia's laws could have no effect. The removal was greatly debated in Congress and in the public. Many such as Henry Clay called the Native American policy a stain on the nation's honor.

While women pioneers of this time period are not as famous as their male counterparts, they are no less important. Two such women were May Draper Ingles and Mary Jemison. Both women were ordinary pioneers whose family came to America because of the religious intolerance, political turmoil, and economic hardships in Europe. These women became two of an estimated two thousand kidnapped white settlers during the French and Indian War.

Mary Draper Ingles was the daughter of Irish immigrants, George and Eleanor Draper. Mary along with her parents and two brothers were the first white settlers to cross the Alleghenies. In 1750 when Mary Draper was eighteen, she married William Ingles. Theirs was the first white wedding west of the Alleghenies. Their first son, Thomas, was the first white child born west of the Alleghenies.

On Sunday morning in July of 1755, the quiet settlement of Draper's Meadow was attacked by Shawnee warriors. They killed four and carried off five hostages; Henry Lenard, Bettie Draper (Mary's

sister-in-law), four year old Thomas Ingles, two-year old George Ingles (both Mary's sons), and Mary. Mary's husband, William was harvesting wheat when he heard the gunshots and screams. He ran back to the cabins, but was intercepted by two Indians who gave chase. He barely escaped.

Terrified and confused, the captives were carried down the New River. Mary Ingles won the respect of the Shawnee by nursing her sister-in-law's arm that had been shattered by a musket ball and by controlling her frightened children. It took about a month for the Indians and their captives to reach their destination, a Shawnee village on the banks of the Scioto and Ohio Rivers. All along the way, Mary tied knots in a string to count days and memorized landmarks.

In the Shawnee village, the captives were traded to different families. Four-year-old Thomas was taken to a village near Detroit, and two-year-old George was traded to a family deep in the Ohio wilderness. Mary's sister-in-law, Bettie Draper was adopted by an Indian chief whose daughter had died. Two French traders bought Mary. She worked making shirts for the Indians. Payment for her work was blankets for herself and "an old Dutch woman" who was her fellow captive.

Mary and the old Dutch woman were taken to the Big Bone Lick, near present day Cincinnati, to make salt. Here Mary decided to escape. She persuaded the old Dutch woman that it would be better to die in the wilderness than to continue as slaves. They escaped with two blankets, a tomahawk, and the tattered clothes on their backs.

The two women would walk approximately 800 miles in 43 days. They followed the rivers, and because neither of them could swim, they frequently had to walk many extra miles to cross streams joining the rivers. They ate whatever they could find in the forest. For a little while travel was easier because of a horse and a deserted cornfield. They carried all the corn they could and took turns riding the horse. Unfortunately the horse was killed when they tried to cross a stream on a logjam.

The women were starving, shoeless, and practically naked. The old Dutch woman, crazy with hunger, tried to kill Mary Ingles two times, with intentions of eating her. Mary managed to fight her off

both times and then crossed the New River to prevent any further attempts. With the river between them, they stayed within shouting distance and continued their journey.

It was late November of 1755 when Mary Ingles reached Adam Harmon's cornfield near Eggleston's Springs, Virginia. Upon hearing a faint "hallo" from the cornfield, Harmon and his two sons reached for their guns in fear of an Indian attack. Harmon thought the voice sounded like Mary Ingles. The woman they found looked nothing like the woman they remembered. This woman was a naked skeleton with white hair.

Harmon cared for Mary and took her home to Draper's Meadows. They found the meadows deserted because of an Indian alert. They went on to Dunkard Bottom Fort where Mary was reunited with friends and family. Mary's health returned, though her hair remained white. She and William had four more children, but they continued to search for George and Thomas. They discovered that George had died shortly after being separated from his mother. Thomas was found and at the age of seventeen returned to his parents for about one hundred and fifty dollars.

Another well known captive, Mary Jemison, the daughter of Irish immigrants Thomas and Jane Erwin Jemison, was born on the voyage to America. Mary's family settled on Marsh Creek near present day Carlisle, Pennsylvania. In 1758 Mary and her family were kidnapped by a group of Shawnee Indians and Frenchmen. Mary's family was murdered, but she was taken to the Ohio River where she was adopted by two Seneca women. They had lost their brother in the war and were "replacing" him by adopting a captive. Mary's adoption gave her acceptance into the Seneca tribe. Mary and her adopted sisters continued to live along the Ohio River. Winters were spent at Sciota, while springs and summers were spent at Wiishto. This was between 307 and 327 miles below Pittsburgh.

Mary was married to a Delaware Indian named Sheninjee. Their first child, a girl, died. She named their second child Thomas Jemison after her father. After the birth of their second child, her husband left to fight in the Cherokee wars, and Mary traveled hundreds of miles to live with her adopted Seneca family on the Genesee River in northwestern New York.

Mary's Delaware husband was killed in the Cherokee wars, and a second marriage was arranged because she was a young woman with a small child. She was married to Hiokatoo, who was an older, respected Seneca leader. They had six children, five of which lived to adulthood and produced many descendants.

Around 1760 the King of England offered a bounty for the recovery of captives taken during the war. A Dutchman, John Van Sice, decided he would liberate Mary and collect the bounty with or without her consent. Mary, with the help of her sisters and brother, hid until the frustrated Dutchman left for Fort Niagara without her.

Mary Jemison is the most famous of all female captives and the best known of any of the Seneca captives. Her refusal to return to the whites and her intercessions between the Seneca and the whites resulted in a personal grant of the Gardeau Reservation to Mary Jemison. This reservation, carved out of Seneca lands, showed the respect and gratitude of the Seneca for Mary. Mary remained on the Gardeau reservation with her family and friends until pressure from the whites forced the Seneca to sell most of the reservation on the Genesee River and move west. Mary Jemison became the only woman in Seneca history to sign an Iroquois Treaty. In 1831 Mary and her family moved to the Buffalo Creek Reservation where she died on September 19, 1933.

William Pryor Letchworth, a Buffalo industrialist, had a great interest in Mary Jemison's story and in 1872 had the Caneadea council house moved from the former Caneadea reservation and rededicated. Letchworth was adopted into the Seneca Nation as a member of the Wolf Clan. In 1874 Letchworth had Mary Jemison's remains returned to her home on the Genesee River. Then in 1910 Letchworth commissioned a statue of Mary and her infant son Thomas to be placed on the site of her reburial.

While Mary Draper Ingles and Mary Jemison are complete opposites in the way they met the challenges of their Indian captivity, they exhibited the same strength of spirit, courage, and resolve. One against all odds, returned to her white family to live out a fruitful and productive life. The other against

social expectations, chose to remain with her Indian family and to intercede between the two worlds that created her.

Boone, Jackson, Ingles, and Jemison - American heroes, American leaders, American pioneers - four people who defined “Americans” for the world through their deeds and words. Who are we? What do we stand for? Will we succeed in this new world? Americans are common everyday people like Boone, Jackson, Ingles, and Jemison, who met challenges and struggles with all the strength and courage they could muster. Americans stand for the pursuit of freedom and opportunity. Americans succeeded in the new world despite personal sacrifice and hardships. They adapted, overcame, and thrived.

Bibliography

American Presidents: Life Portraits. "Andrew Jackson" A Site to Complement C-Span's 20th Anniversary Television Series, American Presidents: Life Portraits, March-December 1999. Online.
[Http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=7](http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=7). Accessed 11 February, 2005.

American Presidents: Life Portraits is an excellent site for information on any president. I plan to use it for an online scavenger hunt.

Brown, Fred. "Andy and Rachel: a Love Story." *Appalachian Life Magazine*, January 2001, 6+.

Brown approaches Jackson on a personal level by dealing with his relationship with his wife, Rachel Donelson. This resource gives students a more personal look into Jackson's life. It also includes color portraits of Andy and Rachel.

Bruchac, Joseph. *The Trail of Tears*. New York: Random House Publishing, 1999.
Bruchac writes the story of the Trail of Tears for the young reader. This is a "Step into Reading" book. I will use it as a reading text.

Christianson, James R. "Removal: A Foundation for the Formation of Federal Indian Policy." *Journal of Cherokee Studies*. Volume X, Number 2 (Fall 1985): 215 -225.

Christianson traces the circumstances and events leading to the Indian Removal Policy and attempts to explain the whys. He concludes that the absence of Jackson would not have changed the final outcome of Indian and white relationship.

Claro, Nicole. *The Cherokee Indians*. New York: Chelsea House Publishers, 1992.

Claro takes the young reader through Cherokee history from the beginning to the present. She includes original documents, drawings, and photographs. This is an excellent resource for the classroom.

Feller, Daniel. *The Jacksonian Promise*. Baltimore: The Johns Hopkins University Press, 1995.

Feller gives the reader a detailed and comprehensive look into America from 1815 to 1840. He covers developing government policies, changes in and development of religious groups, development of work environments, and many other areas. I will use this book as a reference

"Jackson, Andrew," Microsoft (R) Encarta (R) 98 Encyclopedia. (c)1993-1997. CD-ROM.

This encyclopedia article gives a short and condensed overview of Jackson's life and career. It is a good source for basic facts and dates.

Jackson, Andrew. "Andrew Jackson's Advice to the Cherokees." *Journal of Cherokee Studies*. Volume IX, Number 2, (Spring 1979): 96-97.

Jackson's advice to the Cherokee printed in *The Alleghany Democrat*, shows his determination to remove the Cherokee to the west.

Lofaro, Michael A. *Daniel Boone: An American Life*. Lexington: The University Press of Kentucky, 2003.

Lofaro reveals the many strengths and weaknesses of Daniel Boone. Boone leads the nation westward with hopes of wealth, but the complicated legal system voids Boone's land deeds. Ever the explorer, Boone moves and does not give up.

Schroeder, Joan Vannorsdall. "An Extraordinary Woman, and Equal to Any Emergency," Mary Draper Ingles' Return to Virginia's New River Valley. <http://www.blueridgecountry.com/ingles.ingles.html>. Accessed 11 February, 2005.

This web site chronicles the story of Mary Draper Ingles' Indian captivity and her 800 mile walk home. It condenses and supports the book about Mary's life, *Follow the River*.

Seaver, James E. *A Narrative of the Life on Mrs. Mary Jemison*. Syracuse: Syracuse University Press, 1990.

Through Seaver, Mary Jemison gives us a detailed picture of life in colonial America and of Seneca culture. We learn about daily life as well as events in American history. Mary's choice to stay with her Indian captives will make an excellent debate for my classes.

Stein, R. Conrad. *The Trail of Tears*. Chicago: Childrens Press, 1993.

Stein, like Bruchac, presents the Trail of Tears in a book written for children. This book is full of copies of documents, drawings, and photographs about the Trail of Tears. My students will love these visuals. I will use Stein's and Bruchac's book in a compare and contrast activity.

Thom, James Alexander. *Follow the River*. New York: Ballantine Books, 1981.

Thom's book is a novel based on the true ordeal of Mary Draper Ingles. Thom

follows the historical accounts faithfully. While this is not a primary source, Thom based his story on the original narrative of Mary Ingles. When I read a book like this, it prompts me to go back and read and research the story in more detail. I will use this book as a resource. I think my students will find a shortened version of Mary's life fascinating.

Unit: The Europeans Are Moving In

Lesson 1: Native Tennesseans

Grade Level: Fourth Grade

Essential Question: What Native American groups lived in Tennessee before European explorers arrived?

Lesson Time: Three 50 minute class periods

Curriculum Standards:

4.5. spi.1- Identify Native American groups in Tennessee before European explorations (i.e. Cherokee, Creek, Chickasaw).

4.5. tpi.2- Create a time line of major events.

Technology Used: Overhead projector for pre-assessment
Computer for online searches

Materials: Harcourt Brace Social Studies Books

Harcourt Brace Social Studies supplemental book “Tennessee State Activity Book” pages 48, 49, 50, 51.

Various library books about the Cherokee, Creek, Chickasaw, and Shawnee Indians

The Cherokee Indians by Nicole Claro

Heartland Series Volume 1 Story 6 Early Man (Paleo-Indians)

7 Cherokee Dawn

8 Cherokee Zenith

Activity Description:

The teacher will assess the students’ prior knowledge of the lesson using a “What Every” overhead sheet. This overhead sheet will have key words from the lesson listed on it. The teacher will ask students to come up and circle any word they know something about and tell the class what they know. The teacher does not tell the student if he or she is correct or incorrect. The teacher should only thank the student for sharing. After the lesson is completed, the “What Every” sheet can be revisited.

Students will next read pages 48 - 51 from the HB Social Studies Tennessee State Activity Book. These pages give the students a brief history of the Indians in Tennessee from the Paleo-Indians to the present day. The book pages give questions to answer if desired.

After reading these pages as an introduction, the students will be divided into four or more groups for research work. The number and size of the groups will depend on the class size and the division of the Native American groups. Students will research the Cherokee, Chickasaw, Creek, and Shawnee Indians. Students should find information about clothing, housing, foods, government, and culture. Students will use library books and the internet to research their Native American group. After students gather their information, they will share with the rest of the class.

Assessment:

The students will be assessed on their written research work and their oral presentations to the class. Students may also be assessed with a written quiz.

Unit: The Europeans are Moving In

Lesson 2: Contact and Conflict

Grade Level: Fourth Grade

Essential Question: How did contact with European settlers change Native American cultures?

Lesson Time: Two 50 minute class periods

Curriculum Standards:

4.1. spi.4-Examine how Native American culture changed as a result of contact with European cultures (i.e. decreased population, spread of disease, increased conflict, loss of territory, increase of trade).

4.5. tpi.2- Create a time line of major events.

Technology: None

Materials:

The Cherokee Indians by Nicole Claro pages 23-41.

Activity Description:

During the first class period, the students will read pages 23-41 from *The Cherokee Indians* by Nicole Claro. The teacher will then help the students complete a Compare and Contrast Graphic Organizer to explain how the Cherokee's way of life changed because of contact with the European settlers.

During the second class period, the students will write a persuasive paper in which they explain why they believe the changes brought by European contact was good or bad. Students should use their Compare and Contrast Graphic Organizer to remember key points from the previous lesson.

Assessment:

The students will be assessed on class participation and completion of the Compare and Contract Graphic Organizer from the first day and on the content of the persuasive paper.

Unit: The Europeans Are Moving In

Lesson 3: Exploration and Settlement

Grade Level: Fourth Grade

Essential Question: What was life like for early Tennessee settlers?

Lesson Time: Four 50 minute class periods and one day for a fieldtrip to Fort Loudoun

Curriculum Standards:

4.5. tpi.7- Identify the contributions of early pioneers to the development of Tennessee and America.

4.5. spi.4- Determine the hardships faced by early Tennessee settlers in the late 1700s (i.e., security, isolated communities, lack of access to goods, natural geography).

4.1. tpi.2- Discuss the importance of forts such as Fort Loudoun in the development of the emerging Tennessee community and the lives of the soldiers.

4.5. tpi.3- Visit historical Tennessee sites.

4.5. tpi.2- Create a time line for major events.

Technology: Television and VCR

Materials:

Harcourt Brace Social Studies supplemental book ,*Tennessee State Activity Book* pages 52 & 53
“Exploration of Tennessee, 55 “The French and Indian War”, 56 & 57 “Early Settlements in Tennessee”,
58 & 59 “Life on the Tennessee Frontier”.

Heartland Series Volume III Story 3 The Wataugans

4 Forerunners of Freedom (Daniel Boone)

28 Favorite Son (Davy Crockett)

Activity Description: Students will learn about the early exploration and settlement of Tennessee by reading pages 52-59 from the *Tennessee State Activity Book*. They will also watch the Heartland series video segments. Students will pretend they are a settler moving to Tennessee, and they will write a list of 20 items to will bring with them. Students should be prepared to explain their choices. Students will take a fieldtrip to Fort Loudoun to experience life on the frontier in Tennessee. After visiting Fort Loudoun, students will write a personal narrative paper about their visit to Fort Loudoun.

Assessment:

Students will be assessed on their narrative papers.

Students will take a written quiz on the early exploration and settlement of Tennessee.

Unit: The Europeans Are Moving In

Lesson 4: Who's Who in Tennessee History?

Grade Level: Fourth Grade

Essential Question: Who are some famous Tennesseans and why are they famous?

Lesson Time: Three 50 minute class periods

Curriculum Standard:

4.5. spi.2- Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyah, David Crockett, Nancy Ward).

4.5. tpi.5- Design a picture book showing famous Tennesseans and describe their accomplishments.

4.5. tpi.2- Create a time line of major events.

Technology Used:

Computers for online information searches

Television and VCR

Materials:

Harcourt Brace Social Studies – *Tennessee State Activity Book* pages 63 Nancy Ward, 73 Sequoyah, 71 Andrew Jackson, and 68 John Sevier.

Heartland Series Volume

Library books on Andrew Jackson, Nancy Ward, Sequoyah, John Sevier, Sam Houston, James Polk, and David Crockett.

Information from online searches

Heartland Series Volume III Story 10 A Cry for Peace (Nancy Ward)

20 Sevier

28 Favorite Son (Davy Crockett)

Volume I Story 10 An American Genius (Sequoyah)

Activity Description:

Students will read pages 63, 73, 71, and 68 from the *Tennessee State Activity Book*. Students will watch the Heartland Series segments on Nancy Ward, Sequoyah, John Sevier, and Davy Crockett. After reading these introductory articles and watching the videos on famous Tennesseans, students will choose a famous Tennessean to research. Students will use their research information to write a page for a class picture book on famous Tennesseans.

Assessment:

Students will be assessed for the completion of their research and their book page on their famous person. Students will take a written quiz on famous Tennesseans and their accomplishments.

Unit: The Europeans Are Moving In

Lesson 5:

Grade Level: Fourth Grade

Essential Question: What was the Trail of Tears and why is it important?

Lesson Time: Two 50 minute class periods and 1 day for the fieldtrip

Curriculum Standards:

4.5. spi.12- Read and interpret a passage about the Trail of Tears.

4.5. tpi.10- Create a Venn diagram showing the reasons for and against the Trail of Tears.

4.5. tpi.3- Visit historical Tennessee sites.

4.5. tpi.2- Create a time line of major events.

Technology Used: None

Materials:

The Trail Of Tears by Joseph Bruchac

The Trail of Tears by Conrad Stein

The Cherokee Indians by Nicole Claro Chapter 5, pages 43-48

Harcourt Brace Social Studies – *Tennessee State Activity Book* page 72

Teaching The Trail of Tears – A resource from the East Tennessee Historical Society (includes a chronology of the Trail of Tears, The Removal Act, and other key documents)

Activities Description:

Students will complete a “What Every“ activity before reading the material about the Trail of Tears. The “What Every” overhead sheet will contain key vocabulary terms. Students are asked to come up and circle and word they know something about and share what they know. The teacher does not tell any of the students if they are right or wrong. The teacher should just thank each student who contributes. After reading the material on the Trail of Tears, the “What Every” sheet can be reviewed. The students will next complete a Venn diagram showing the reasons for and against the Trail of Tears. Students will also take a fieldtrip to Sequoyah Birthplace Museum to attend “Nancy Ward Day” and learn more about Cherokee culture, heritage, and the Trail of Tears.

Assessment:

Students will be assessed on the completed Venn diagram.

Students will be assessed on their participation during the activities at Nancy Ward Day.

SUPPLEMENT ACTIVITIES

Anita Whitehead

Title of Unit: *The Europeans Are Moving In*

Social Studies Quiz
Native Americans in Tennessee

Unit: The Europeans Are Moving In

Lesson 1

Mark the best answer for each question on your answer sheet.

1. Scientists believe the first Indians lived in Tennessee about 12,000 years ago. They are known as _____.
a. Woodland Indians b. Archaic Indians c. Paleo Indians d. Cherokee Indians

2. From about 8,000 B.C. Native Americans known as _____ lived in Tennessee.
a. Paleo Indians b. Woodland Indians c. Creek Indians d. Archaic Indians

3. The Archaic Indians traveled on the _____ to gather materials to trade with other groups.
a. roads b. mountains c. rivers d. trails

4. Around about 1,000 B.C., the descendants of the Archaic peoples, known as the _____ began to live in permanent villages.
a. Paleo Indians b. Woodland Indians c. Cherokee Indians d. Archaic Indians

5. By the 1500s there were four main Native American tribes in Tennessee. They were the ;
1. _____
2. _____
3. _____
4. _____

6. Scientists believe the first Americans walked from Asia to North America on a _____.
a. steel bridge b. land bridge c. an isthmus d. a boat

7. The Woodland Indians who lived in Tennessee from 1000B.C. to A.D. 1500 are known today as _____.
a. Cherokee b. Aztecs c. Incas d. Mound Builders

8. The mounds were used for many different purposes, such as _____.
a. ceremonies and burial b. artwork and decoration c. houses and temples d. businesses and banks

9. The _____ Indians still live in Tennessee today.

- a. Creek b. Cherokee c. Mound Builders d. Shawnee

10. Today the largest Native American tribe in North America is the _____ tribe.

- a. Mound Builders b. Chickasaw c. Mississippians d. Cherokee

Social Studies Quiz
Exploration and Settlement

Unit: The Europeans Are Moving In

Lesson 3

Mark the best answer for each question on your answer sheet.

1. When did Europeans first arrive in Tennessee?
a. 1492 b. 1540 c. 1200 d. 1750
2. What were these first explorers looking for?
a. land b. coal c. gold d. the Fountain of Youth
3. Who led the first European group to explore Tennessee?
a. Christopher Columbus b. Hernando de Soto c. Thomas Walker d. Juan Pardo
4. What two groups fought a war over North America from 1754-1763?
a. Spain and Holland b. Britain and France c. Canada and Mexico d. Spain and England
5. Who was Tennessee's first permanent European settler?
a. Hernando de Soto b. Davy Crockett c. Daniel Boone d. William Bean
6. A _____ is a person who settles a new place.
a. explorer b. settler c. pioneer d. Indian
7. What was the first permanent settlement in Tennessee?
a. Jonesborough b. Elizabethton c. Watauga d. Fort Loudoun
8. What famous Tennessean helped clear the Wilderness Road?
a. Davy Crockett b. Daniel Boone c. Sam Houston d. William Bean
9. What colonies did the early settlers of the Watauga Association come from?
a. Virginia and North Carolina b. Florida and South Carolina c. Delaware and Maryland
d. New York and Maryland
10. In Tennessee, what kind of homes did pioneers build?
a. tepees b. long houses c. brick d. log cabins

Social Studies Quiz
Famous Tennesseans

Unit: The Europeans are Moving In

Lesson 4

Mark the best answer for each question on your answer sheet.

1. Who was Tennessee's first governor?
a. Daniel Boone b. David Crockett c. George Washington d. John Sevier
2. What improvements did Sevier work on while he was governor?
a. He fought against the Cherokee tribe.
b. He worked with Native American tribes to gain more land for settlers, and he built new roads.
c. He became a leader in the Watauga Association.
d. He served in the United States Congress.
3. Why is Sequoyah known around the world?
a. He wrote the Cherokee Constitution.
b. He created the spoken Cherokee language.
c. He created a syllabary for the Cherokee language.
d. He taught Cherokees to read and write in English.
4. Instead of letters as in the English alphabet, Sequoyah's syllabary was made up of what?
a. Pictures that stood for each sound in the Cherokee language.
b. It used letter blends to stand for each sound.
c. Eighty-five characters or symbols that stood for a different sound spoken in the Cherokee language.
d. He used Latin as the basis for his syllabary.
5. What title did the Cherokee people give to Nancy Ward?
a. Beloved Woman b. Holy Woman c. War Chief d. Woman of the English
6. Some of the Cherokee people labeled Nancy Ward a _____ for her efforts to keep peace between the Cherokee and the English settlers.
a. hero b. chief c. traitor d. Beloved Woman
7. What political offices did David Crockett hold?
a. state legislator and president b. none c. U.S. Congressman and Senator
d. state legislator and U.S. Congressman
8. What was David Crockett's motto?
a. "Remember the Alamo!" b. "Be sure you are right, then go ahead."
c. "Tennessee is the place to be!" d. "Every man for himself!"

9. Which three Tennesseans were United States Presidents?

- a. Daniel Boone, David Crockett, and Sam Houston
- b. Andrew Jackson, James Polk, and Andrew Johnson
- c. George Washington, Thomas Jefferson, and Benjamin Franklin
- d. William Bean, Thomas Payne, James Polk

10. What famous battle of the War of 1812 brought fame to Andrew Jackson?

- a. The Battle of Memphis
- b. The Battle of New Orleans
- c. The Battle of Boston
- d. The Battle of Horseshoe Bend

11. What two famous Tennesseans fought in the Battle of Horseshoe Bend?

- a. Daniel Boone and Davy Crockett
- b. Sequoyah and Nancy Ward
- c. Sam Houston and Andrew Jackson
- d. Sam Houston and Davy Crockett

12. Why are all of the famous Tennesseans we have studied important to Tennessee?

- a. They encouraged other people to move to Tennessee.
- b. They all helped Tennessee develop as an important state in the United States.
- c. They all fought and died for Tennessee and the United States.
- d. They are only important because they are famous.

Famous Tennesseans Test

Name _____ Date _____

Choose the correct answer for each question.

1. _____ was born on August 17, 1786, in Green County, Tennessee.

- a) Nancy Ward b) John Sevier c) Sequoyah d) Davy Crockett

2. _____ was the last and most noted Cherokee Beloved Woman.

- a) Sequoyah b) Nancy Ward c) Sarah Hawkins d) Catherine Sherill

3. Sequoyah was born in _____ County, Tennessee.

- a) McMinn b) Blount c) Monroe d) Knox

4. Nancy Ward was chosen as the Beloved Woman after she _____.

- a) married Bryant Ward, an English settler
b) pleaded for peace between the English settlers and the Cherokee
c) fought in her husband's place when he was killed
d) warned the settlers about attacks

5. Sequoyah created a _____ for the Cherokee people.

- a) newspaper b) treaty c) alphabet d) book

6. Nancy Ward's second husband was named _____.

- a) Davy Crockett b) Bryant Ward c) John Sevier d) Daniel Boone

7. The Cherokee people labeled Nancy Ward a _____ for her efforts to keep peace between the Cherokee and the English settlers.

- a) hero b) Beloved Woman c) traitor d) chief

8. John Sevier was born in _____ in 1745.

- a) Tennessee b) Georgia c) Virginia d) England

9. John Sevier had _____ wives.

- a) 1 b) 3 c) 2 d) 0

10. John Sevier was Tennessee's first _____.

- a) President b) Governor c) father d) Congressman

11. John Sevier saved _____ from an Indian attack at Fort Watuaga.

- a) Nancy Ward b) Polly Findlay c) Elizabeth Patton d) Catherine Sherill

12. A few years after Sequoyah finished his alphabet _____ of the Cherokee people could read.

- a) 50% b) 60% c) 80% d) 90%

13. John Sevier served in the _____ War in 1796

- a) Creek and Cherokee b) Revolutionary c) Civil d) French and Indian

14. _____ fame was spread across America because of a book about him.

- a) John Sevier b) Daniel Boone c) Sequoyah d) Davy Crockett

15. John Sevier had _____ children by his two wives.

- a) 10 b) 8 c) 20 d) 18

16. Who was Davy Crockett's first wife?

- a) Nancy Ward b) Catherine Sherill c) Polly Findley

17. What political offices did Davy Crockett hold?

- a) state legislator and President b) U. S. Congressman and Senator
c) none d) state legislator and U. S. Congressman

18. Where did Davy Crockett die?

- a) Washington D.C. b) Tennessee c) Texas

19. Why was Davy in Texas?

- a) He was running for Governor. b) He was investing in oil wells.
c) He was moving to Texas. d) He was helping defend the Alamo

20. How did Davy Crockett attend formal school?

- a) 6 years b) 1 year c) 6 months d) 9 months

Name _____

1. Choose an important figure in Tennessee’s history. Research the famous person you have selected and write a paper about their life. Use the following rubric to guide your writing. Please turn this page in with your report.		
	Possible Points	Points Earned
2. The first paragraph should be 5 to 7 sentences introducing your person and giving details about his or her childhood and youth. There should be a topic or introductory sentence and a concluding sentence. The paragraph should be indented properly.	20 Points	
3. The second paragraph should be 7 to 10 sentences dealing with your person’s importance to Tennessee history. This paragraph should include many important details about his or her accomplishments. There should be a topic or introductory sentence and a concluding sentence. The paragraph should be indented properly.	20 Points	
4. The third paragraph should be 5 to 7 sentences discussing why you think we should remember this person. This paragraph should include your opinions and ideas about this person’s importance. There should be a topic or introductory sentence and a concluding sentence. The paragraph should be indented properly.	20 Points	
5. All words should be spelled correctly.	10 Points	
6. All sentences should have correct punctuation, including end punctuation, commas, and apostrophes.	10 Points	
7. All words should be correctly capitalized, including beginning of sentences and proper nouns.	10 Points	
8. The paper should be written in neat cursive handwriting.	10 Points	
9. EXTRA CREDIT – By including a list of sources from which you gathered information, you can earn up to 10 points extra credit. No points will be deducted if you choose not to include a list of sources.	EXTRA CREDIT 10 Points	

YOUR GRADE _____

WHAT EVERY FOURTH GRADER NEEDS TO KNOW ABOUT THE TRAIL OF
TEARS
Lesson 5

Indian Removal Act
Cherokee

treaty

Civilized

Treaty of New Echota

Force
Cherokee Phoenix

Andrew Jackson

Lawsuit
John Ross

Supreme Court

Georgia

Oklahoma

WHAT EVERY FOURTH GRADER NEEDS TO KNOW ABOUT THE FIRST TENNESSEANS

Lesson 1

Paleo-Indians
Archaic people

descendants

Tribes
Creek

Chickasaw

Shawnee
land bridge

Cherokee

Mound Builders

Mississippians