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Title of Unit: *Expansion and Reform -The Development of American Democracy*

Vital Theme: This unit will explain how America's new democracy grew from the high ideas our Founding Fathers began in the original thirteen states to democracy's expansion and reform as common men extended our westward frontier seeking new lands to settle. Students will determine how men like Daniel Boone, Lewis and Clark, Davy Crockett and Andrew Jackson influenced America's democratic evolution from elite classes to common men. Students also will identify other groups who were denied democratic participation in our government until after the Civil War. The period will cover America's history from the 1770's to 1861.

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Grade level: Eighth grade middle school level in U.S. History

Number of lessons: 5

Time needed for completion: Six weeks

Curriculum Standards Addressed: The following skills required for eight grade student performance achievement in geographic, historic, cultural, civics and economic perspectives.

Technology used: Video equipment, movie, Internet and overhead projector

Introduction and Unit Goals Overview: Students will read textbook assignments, complete pre and post lesson evaluations, watch and take notes from the History Channel's movie, Boone and Crockett - The Hunter Heroes, and National Geographic's movie, Lewis and Clark - Great Journey West. They will use map skills in following frontier expansion. They will use music to understand past vocabulary and analyze primary source documents. Specific goals covered will be to examine Daniel Boone's and Davy Crockett's influence on America's national identity. Determine how Lewis and Clark's expedition paved the way for expansion which later led to the destruction of native culture. Students will explain how Andrew Jackson was a social elite while still holding on to his common man roots. Students will analyze music to explain lost vocabulary words and how slaves used music to preserve hope for freedom. Students will read primary source documents and excerpts from, Women on the Frontier, by Billy Kennedy and explain why they played just as vital a role in expanding America's boundaries. Finally students will use map skills to identify areas in the south where Native Americans were evicted and where they had to settle. This unit will take approximately six weeks to teach.

The Frontier - Key to American Democracy

American democracy did not start out with a bang from the Revolutionary War. I have discovered from teaching Eighth Grade American History that numerous eighth grade students think we tore ourselves away from British tyranny, instantly resulting in the modern freedoms and liberties we enjoy today. This is not the way our democracy developed. Our democratic ideas had their birth when the first English settlers set foot on this new shore because they were thousands of miles from Mother England and had to act independently if they were going to survive in this new land. Within two hundred years the frontier was full of men like Daniel Boone and Davy Crockett who viewed themselves as equals to any man. There were common men like Andrew Jackson who grew from being a poor orphan on North Carolina's frontier, to success as a lawyer and planter, ultimately becoming the first president elected from the West. Lewis and Clark kept America's frontier spirit alive when they explored the Louisiana Territory, giving new generations of Americans hope for opportunities which appealed to their sense of freedom. Unfortunately, we are only talking about free white men, not the other three quarters of the population. These dispossessed included all the women, African Americans, and Native Americans, who slowly gained their freedoms as the country's democracy evolved. America's democracy was more like a child born by English colonists that began crawling on the frontier, took its steps during the revolution, began walking westward as the frontier expanded to the Pacific, and stubbornly learned to run through war and hardship.

English colonists brought with them limited democracy only to free white men of status. Those few could participate in government as the rest carved their fortunes out of the wilderness. Land was the key because with land one could make their living as a planter or a farmer striving

to become wealthy as a future plantation owner. This mindset drove the ax and plow that pushed out Native Americans and introduced Africans as slaves to the colonies. The frontier was the only place in which land was abundant, and this is where new immigrants came.

Daniel Boone's immigrant father brought his family to America in 1718., settling in Berks County, Pennsylvania, where Daniel was born in 1734. Life began for Daniel at the edge of the frontier where he grew to young manhood exploring the wilderness and learning woodsman skills that would be his future trademark. The wilderness created in him independent thinking and a wondering itching foot (Lofaro, 2.) By 1751 or 1752, Daniel led his father's family down Virginia's Shenandoah Valley to settle in the Yadkin Valley of North Carolina. This was the frontier's extreme western edge, and it was here that Daniel earned his reputation as a providing hunter and explorer (Lofaro, 6 - 9.) By the 1760's Daniel heard of new lands in Kentucky and sought his fortune there as he trekked beyond civilization with its constraining rules and laws. Leading settlers through the Cumberland Gap, he established the first Kentucky settlements in the early 1770's. Daniel claimed many thousands of acres for himself with the goal to make his fortune in land speculation. As the years passed, however, his land claims were overturned by greedy speculators who knew how to work the courts in their favor (The Hunter Heroes, A & E Television.) Living here until the 1790's he became disillusioned by the greed and disrespect toward the land and its resources these new settlers' brought with them. For example, they killed off all game animals and destroyed the forest. Daniel once again moved westward, traveling with his family and other like-minded settlers to a new frontier in Spain's Missouri Territory. "He was bound for Missouri because he needed more elbow room" (Lofaro, 150 - 151.) He lived here for the rest of his life with his family and old Indian enemies whom he enjoyed more than the new Americans,

because they shared similar values toward the frontier. As Boone moved west, settlers by the thousands flooded into the Kentucky and Tennessee frontiers.

Two other men were born on the frontier, developing the same independent spirit as Boone but pursuing their goals in different ways. These men were Andrew Jackson and Davy Crockett. Politics became their careers, though both started out as poor farmers and considered themselves common-man stock. Jackson was a product of the American Revolution in which he was an active participant as a young teenager on North Carolina's frontier. Orphaned when his mother died caring for American soldiers, the young, self-reliant Jackson would later become a frontier lawyer (Kennedy, 57 - 62.) Davy Crockett was born in 1786 on Limestone Creek, Tennessee Territory, and grew up exploring the wilderness around his home. Like Boone, Davy developed woodsmen skills that later would help him earn his livelihood as a professional hunter, which became his main pastime until he entered politics.

Jackson and Crockett eventually moved to Middle Tennessee to make their fortunes. Jackson established himself as a successful lawyer in Nashville, becoming an elite in Tennessee's Planter Class. Jackson soon became one of the wealthiest men in Middle Tennessee. Crockett, on the other hand, became a simple farmer whose friends were other squatter farmers instead of social elites. Except for hunting, Crockett was a failure at every occupational turn.

Andrew Jackson was elected as Tennessee's first senator and later served as the commander of the state's militia. Both men fought in the War of 1812, during which Jackson commanded the American forces that defeated the Creek Indians, opening up southeastern lands to white settlement, and the invading British forces at the Battle of New Orleans. Jackson reveled in the glory his victories brought him (Appleby, Brinkley, Mcpherson, 292-293.)

Crockett, on the other hand, as a soldier under Jackson, did not relish his war experiences. In fact, he could relate more to the Creek Indians because they too were poor farmers trying to save their lands (The Hunter Heroes, A&E Television).

Both men's roots as common men resonated with their frontier constituents. Jackson was elected the 7th President of the United States, promising equal protection and equal benefits for all Americans - at least all white American men. (Appleby, Brinkley and McPherson, 336.) Davy became a backcountry Tennessee State Representative who strongly supported Jackson's politics. Later he was elected as a three-term United States Congressman supported primarily by backcountry men who also backed Jackson's political platform. Jackson rode the wave of national hero status from his victories in the War of 1812, and Crockett was hailed as a hunter-hero to whom average Tennesseans could relate.

Jackson pushed for national equal suffrage policies giving all white men, regardless of social status, the right to vote. He also began the removal of Native Americans East of the Mississippi River to lands in the Oklahoma Territory. It was the Indian Removal policy in which Crockett would split with Jackson, and later lose his Congressional seat in 1835 (Crockett, 206.) After his defeat, Davy concluded his farewell speech by saying, "... I am going to Texas and you can go to Hell" (Hunter-Hero, Film), which was another frontier where he sought a new beginning for himself. Both men shared a love for freedom and independence as exemplified by their different lives molded by the frontier.

In 1803, President Thomas Jefferson could not turn down the deal he was offered by France to buy the entire Louisiana Territory for \$15,000,000. Jefferson strongly believed America's democracy would remain pure if there was always new land in which yeoman farmers could till their own soil. Jefferson, himself a farmer, believed farmers were God's chosen people

and an ideal republic would consist of these sturdy citizens (Brinley, Current, Freidel and Williams, 178). Now he obtained land doubling the size of America in one transaction. He chose his trusted secretary, Meriwether Lewis, to lead the expedition which would explore this new domain.

Lewis chose his colleague and friend William Clark to be his equal in command, since Clark was an experienced frontiersman and Indian fighter. As dual commanders, they led four dozen soldiers, a French trapper, a Shoshoni Indian woman named Sacajawea, and Clark's black slave, York, up the Missouri River. For two years they explored the major river watersheds to the Pacific Ocean and returned to St. Louis in September 1806. Their journey was extremely difficult. On one occasion when they were forced to make a life-threatening decision, the entire party voted on which course of action to take. This vote included both Sacajawea and York's participation since each member had become trusted colleagues (Lewis and Clark -National Geographic Television and Film.) This could be the first documented instance in which an Indian and slave participated in a democratic process, even if it was in a small group of explorers. The elaborate records of geography and Indian civilizations they recorded informed early 19th century white Americans to the lands of the far West (Brinkley, Current, Freidel and Williams, 212.) Once again new frontier lands became available to those hardy white men settlers who sought their freedoms and livelihoods. Unfortunately, the freedoms of democracy were limited to only the white men once again, whereas, a large majority of the population did not enjoy these rights savored by the minority.

In a modern civilized society as we have today, we can look back on the concept of pure white male dominance and see how ridiculous it seems. After all, who accompanied those men to the frontier? The women did. Who faced the same kinds of hardship, if not more so? The

women did. Who bore the children, helped in the fields, cleared the land and loaded the guns when under attack? The women did.

Elizabeth Hutchinson Jackson, mother of Andrew Jackson, immigrated to America with her husband, Andrew Sr. and two sons settling on South Carolina's frontier. She became pregnant with Andrew Jr. in 1767 and was widowed shortly before Andrew was born.

(Kennedy, 58.) As a widow, Elizabeth moved in with her sister's family where there was already a full household of children.

Elizabeth's family was soon caught up in the Revolutionary War and she lost her two older sons to wounds and disease. Within a couple of years she too succumbed to cholera while attending sick patriot soldiers (Kennedy, 61.) A mother to the last, her instructions to Andrew before the fateful mission were to "... Make friends by being honest, keep them by being steadfast...Andy, never tell a lie, nor take what is not your own, nor sue... for slander...settle these cases yourself." (Kennedy, 61) By all accounts young Andrew mainly stuck to his mother's advice, and became the man history judges. Elizabeth gave her all for this country and her family. Others, such as Rachel Donelson Jackson, Andrew's wife, Mary Polly Finley Crockett, Davy's wife, and thousands more made their mark on the frontier by being the other supporting half to the men. Kennedy, from his book, *Women of the Frontier*, stated, "Living in the bleak frontier environment women were strong characters – self- reliant, resourceful and loyal. Devout, patient and cheerful in the mists of difficulties, they pursued with vigor the even tenor of their ways, performing with efficient diligence the duties that lay nearest them." (Kennedy, 156) One has to wonder, where our republic would be today if not for their whole-hearted influence on our society's mores.

Colonial and American policies supporting slavery and Indian genocide will stain this

country forever. The Native Americans were here for tens of thousands of years before Europeans even thought about a new continent. When the Europeans arrived Natives were decimated by disease and war. They fell like wheat being harvested by a reaper as the settlers spread westward. By the 1830's the Natives which remained as organized tribes in the East were forced to relocate west of the Mississippi River into present day Oklahoma where they settled on Indian reservations. Since the beginning , America Indians had given up 100 million acres of eastern land to the federal government for 68 million dollars and 32 million acres of land (Appleby, Brinkley and McPherson, 345).

African Americans would remain slaves until the Civil War was decided by the North's victory over the South in 1865. With the passing of the 13th, 14th, and 15th Amendments to the U.S. Constitution, African Americans received their freedom from slavery, citizenship to the country and the men could vote. Again the women were left out until 1920 when the 19th Amendment giving all women suffrage was passed. Unfortunately, over a hundred more years would pass after the Civil War before blacks would be guaranteed equal civil rights with the passage of the Civil Rights Act of 1964.

Each minority group made its contribution to the evolution of our democracy. There were individual milestones during the years in which blacks and Native Americans contributed to our democracy. They helped us form a national conscience that has molded many of our national values. All we can do today is to learn from these horrible mistakes and pray we never make them again.

Much of what influenced our republic's democratic growth came from the frontier. Men like Boone, Crockett, and Jackson would become icons to our society. Their strong examples of rugged, independent individualism would become the measure in which many Americans would

strive for. Each one living on the frontier used this environment the express liberty and freedom from the standards set back East. More Americans could relate to these men than our Founding Fathers, because most Americans were poor farmers or workers who looked to the frontier as their economic salvation. Along with the men, women and African Americans came to the unsettled areas adding their invaluable strengths in carving a democratic society from the wilderness. French nobleman, Alexis de Tocqueville, wrote in, *Democracy in America*, that “No novelty in the United States struck me more vividly during my stay there than the equality of conditions “(Tocqueville, introduction). I believe this equality is how Americans came to view them. They would be equal to all and servant to none. This is what drove men to go to the frontier so they could use this idea of liberty more freely for themselves. From this concept, which was constantly stimulated as new frontiers opened up, our democracy evolved to what it has become today.

Bibliography

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Daniel Boone, America's First Frontier Hero

Objective: The students will be able to explain how Daniel Boone's influence in exploring and settling the early Tennessee and Kentucky frontiers were instrumental in spreading America's fledgling democratic ideas.

Grade Level: Eight Grade

Group Size: 40 students divided into two classes

Lesson Time: Five class periods of 50 minutes

Goals: the students will (TSW) be able to describe life on the frontier. TSW use physical and political maps and an outline map of the southern United States identifying geographical barriers to western expansion in the mid 1700's. TSW watch the movie, Boone and Crockett - Hunter Heroes, and describe Daniel's attempts to explore the Tennessee and Kentucky frontiers. TSW list specific hardships and personal tragedies Boone encountered. TSW explain why Americans viewed Daniel Boone as the perfect example for America's purpose as a new nation.

State Skills Standards Covered: Economics - 8.2.4, 8.2.5, 8.2.7. Geography- 8.3.3, 8.3.5, 8.3.6, 8.3.7, 8.1.7. Government and Civics- 8.3.6, 8.4.4, 8.4.5. History USA- 8.3.1, 8.5.5, 8.5.11.

Background Information: Students will review, The American Journey, Unit 2, "Colonial Settlement, 1587 - 1770." Also, students will watch the History Channel's movie, Boone and Crockett - Hunter Heroes.

Materials: The American Journey, pages 30 - 127, the History Channel movie and various outline maps.

Strategies/Procedures: TSW copy the definition of a frontier. TSW explain how living on a frontier builds a strong sense of self-reliance. TSW use maps showing the timeline of colonial expansion from Jamestown until the 1760's. TSW use the textbook along with outline maps to locate the different Native American tribe's territories in present day Tennessee and Kentucky. TSW use the Physical and Political maps in the text's reference atlas along with map outlines to draw physical boundaries imposed by the Appalachian Mountains. Using these maps TSW locate the Cumberland Gap at the juncture of Tennessee, Kentucky and Virginia. TSW watch the movie, "Boone and Crockett - Hunter Heroes."

Evaluation/Assessment: TSW take a short exam over the movie. The teacher will (TTW) outline the principles of the movie and discuss what Boone meant by, "My foot steps have been filled with blood." TSW take a more comprehensive exam after the outline.

Davy Crockett, Democracy for the Common Man

Objective: The students will be able to explain how Davy Crockett as a simple, uneducated man became a national folk hero Americans identified with at the beginning of “Manifest Destiny” and the “Age of the Common Man.”

Grade Level: Eight Grade

Group Size: 40 students divided into two classes

Lesson Time: Four class periods of 50 minutes

Goals: The student will (TSW) watch and take notes from the History Channel’s movie,

Boone and Crockett - Hunter Heroes. TSW be able to describe Davy’s economic and social status. TSW use physical and political maps along with an outline map of Tennessee and Texas to locate/ mark his different residences in Tennessee and where he died in Texas. TSW define “Manifest Destiny and the Age of the Common Man.” TSW explain how Davy became an American folk hero for the common man. TSW explain his good then bad relationship with President Andrew Jackson’s political machine. TSW list three instances of how Crockett lived up to his motto, “Be sure you are right, then go ahead and do it.”

State Standards Covered: Geographic- 8.3.7, 8.3.5. Government and Civics- 8.4.1, 8.4.4, 8.6.5. History USA- 8.5.5, 8.5.6, 8.5.8, 8.4.9, 8.5.14.

Background Information: Students will watch the History Channels movie, Boone and Crockett - the Hunter Heroes. Students will review pages 111 and Unit 5, “The Growing Nation” from, The American Journey. The teacher will (TTW) read excerpts from the book, “A Narrative of the Life of David Crockett, by Himself.”

Materials: The American Journey excerpts from Unit 2 and Unit 5. The History Channel movie, Boone and Crockett - the Hunter Heroes. Davy Crockett’s narrative. Physical, political and outline maps of the United States of America.

Strategies and Procedures: TSW watch the History Channel movie taking notes from important events in Crockett’s personal life and political career. TTW read excerpts from Crockett’s personal narrative along with excerpts from, The American Journey, Unit 2 and Unit 5. TSW use physical and political maps in the history book’s reference atlas to locate then mark on outline maps of Tennessee and Texas where Crockett lived and died. TSW describe Davy’s economic status during his life on the Tennessee frontier. TSW compare and contrast differences between the Cotton Planter Class and Common Squatters who made up Davy’s voting constituents. TSW explain why Jackson politically supported Crockett’s early political career. TSW create a cause and effect diagram on how Crockett’s political career failed after he opposed Jackson. TSW explain how Davy’s growing celebrity status affected his political career and personal life. TSW analyze Davy’s reasons for going to Texas and how his folk hero status trapped him in the Alamo.

Evaluation/Assessment: TSW take a short exam after first watching the “Hunter Hero,” movie. TSW write a short paragraph explaining Davy’s personal motto giving examples on how he lived up to his values. TSW take a more comprehensive exam on how Davy’s folk hero status helped a young nation find its identity.

Andrew Jackson a National Hero- Loving, Hating or Accepting Him Depends on Whom You Ask

Objective: The student will be able to draw their own conclusions concerning the title by reviewing his orphaned life on the frontier, to his rise in the Planter's Class to becoming a national hero which opened the door for his becoming the first western president.

Grade Level: Eight Grade

Group Size: 40 students divided into two classes

Lesson Time: Five class periods of 50 minutes

Goals: The student will (TSW) watch the A & E biography movie, *Life of Andrew Jackson*. TSW use physical, political and outline maps locating the regions in which important events occurred in Jackson's life. TSW describe Jackson's rise from a young attorney, to becoming part of Tennessee's Planter Class, to War Hero and President. TSW be able to draw conclusions about Jackson's life and policies relating how they affect the student's opinion on Jackson.

State Skills Standards Covered: Economic- 8.2.4, 8.2.10. Geographic- 8.3.3, 8.1.7. Government and Civics- 8.4.1, 8.4.2, 8.4.5, 8.6.5, 8.4.8. History USA- 8.5.5, 8.4.9, 8.5.11, 8.4.13.

Background Information: Student's will watch the A & E biography movie, *Life of Andrew Jackson*, and the will read, *The American Journey*, Chapter 11, *The Age of Jackson*, pages 332 - 353.

Materials: A & E biography on Jackson, *The American Journey*, pages 332 - 353. Various physical, political and outline maps, overheads prepared for the lesson.

Strategies/Procedures: TSW watch the A & E Biography movie, *The Life of Andrew Jackson*, to become more familiar with Jackson's life. TSW list events during the Revolutionary War on North Carolina's frontier that later influenced his views on Great Britain and Native Americans. TSW write a summary of Jackson as a young man starting out as a lawyer, migrating to Tennessee, setting up a successful law practice in Nashville and falling in love with Rachel Donelson. TSW describe Jackson's strong sense of honor and toughness giving examples whenever he was challenged personally or politically. TSW compare and contrast Andrew's conflicts with John Sevier and Charles Dickinson. TSW show the cause and effect of Jackson's victories during the War or 1812 and how these contributed the America's new sense of nationalism. TSW listen to and participate in the song by Jimmy Driftwood, picking out vocabulary words not used today. TSW read pages 332 - 353 in the textbook, answering questions concerning Jackson's policies as President on Indian removal - Read Primary Source documents on pages 340 and 966, National Bank and the growing divisions over slavery. TSW write a one page theme paper over Andrew Jackson and determine which category they fall into

from the title.

Evaluation/Assessment: Complete section quizzes and chapter test over Chapter 11. Questions covering the primary source documents. Complete a Jackson theme paper.

The Lewis and Clark Expedition - Determining What the United States Gained

Objective: The student will be able to analyze the results of the Lewis and Clark expedition and determine whether the \$15,000,000 was worth the price to a very young United States of America.

Grade Level: Eighth Grade

Group Size: 40 students divided into two classes

Lesson Time: Five class periods of 50 minutes

Goals: The students will (TSW) read from the textbook, *The American Journey*, pages 276 - 303. TSW watch the National Geographic movie, *Lewis and Clark - Great Journey West*. TSW be able to use maps taken from the text book and trace the expedition's route. TSW use outline maps of America and name geographical regions, landforms, and Native American tribes the expedition encountered during its two and a half year journey. TSW list the benefits to a growing nation from doubling America's size. TSW describe the impact this expedition had on later generations of Native Americans and on America itself.

State Standards Covered: Geography- 8.3.3, 8.3.5, 8.3.6, 8.1.7. History USA- 8.5.6, 8.5.2, 8.1.2, 8.6.1.

Background Information: Students will read, *The American Journey*, Chapter 9, "The Jefferson Era" and watch the National Geographic movie, *Lewis and Clark - Great Journey West*.

Materials: *The American Journey*, pages 276 - 303. The National Geographic movie and various physical, political and outline maps.

Strategies/Procedures: TSW explain what Jefferson's main goal was in obtaining New Orleans. TSW list as many reasons possible in why New Orleans and the Mississippi River were important to the security and economic growth of 1800 America. TSW name the European countries that controlled the Louisiana Territory in 1800. TSW explain why the French wanted to sell the Louisiana Territory to the USA. TSW use a map of America in 1800 and compare its land area to the land it would gain by the purchase of France's Louisiana Territory. TSW use physical, political and outline maps following the Lewis and Clark expedition naming the geographic barriers, landforms and Native American tribes the expedition encountered. TSW describe the hardships the expedition encountered during its two and half year journey. TSW name two minorities of the expedition who were invaluable to the group. TSW list examples of how these two minority members helped the group. TSW name the two main Native American tribes that saved the group during arduous times. TSW develop a timeline of the expedition's journey. TSW create a diagram showing the benefits the purchase had for a young America. TSW create a cause and effect diagram on how the purchase affected Native American tribes by the end of the 19th century. TSW name the future states gained from the purchase. TSW

explain how the Louisiana Purchase helped keep America's frontier spirit alive and its affect on America's democracy.

Evaluation/Assessment: TSW use a blank outline map of the USA and name geographical barriers the Lewis and Clark expedition encountered. TSW answer questions from a timeline of the Lewis and Clark expedition. TSW write a paragraph describing how farming, commercial and subsistence, in 1800 America were the major economic activity and how the Louisiana Purchase would benefit America's economy during this period. TSW write a one page paper on how the Louisiana Purchase benefited America and at the same time doomed Native American cultures in this region.

White Women, Black Slaves and Natives-- Americans All!!

Objective: The student will be able to draw conclusions about each group's role in the development of pre- United States to the 1860's. Also, the student will analyze why this country discriminated against these groups and how this discrimination hindered democratic ideals.

Grade Level: Eighth Grade

Group Size: 40 students divided into two classes

Lesson Time: Eight class periods of 50 minutes

Goals: The students will (TSW) read text from the history book, *The American Journey*, excerpts from, *Women of the Frontier*, by Billy Kennedy and *Slave Songs of the United States*, compiled by William Francis Allen, Charles Pickard Ware and Lucy McKim Garrison. From these readings TSW analyze how these minority groups were denied American democratic principles and how these groups played vital roles in the development of our American society today.

State Skills Covered: Geography - 8.3.3, 8.3.5, 8.3.7, 8.1.7, Government- 8.4.1, 8.4.4, 8.4.6, History- 8.5.6, 8.5.7, 8.5.11, 8.5.12, 8.3.1, 8.5.5, 8.5.8.

Background Information: TSW read Chapters 11 through 14 from, *The American Journey*. Exerts from, *Women of the Frontier*, by Billy Kennedy and various slave songs from the book *Slave Songs of the United States*, compiled by Allen, Ware and Garrison.

Materials: *The American Journey*, primary source pages from this textbook, excerpts from Chapters 11 through 14. Exerts from, *Women of the Frontier*, by Billy Kennedy and exerts from the songbook, *Slave Songs of the United States*, compiled by William Francis Allen, Charles Pickard Ware and Lucy McKim Garrison.

Strategies and Procedures: The teacher will (TTW) read exerts from, *The American Journey*, *The Women of the Frontier* and *Slave Songs of the United States*. TSW read directed pages from *The American Journey*, including primary source documents from the textbook concerning the struggle endured by Women, Native Americans and African American Slaves during the period from pre- United States to the 1860's. TSW take notes from the books, *The American Journey*, *Women of the Frontier* and *Slave Songs of the United States*. TSW list as many specific examples possible from each group's experiences to determine how they greatly aided in the development of American society. TSW develop a supporting diagram showing how women and slaves contributed to American society. TSW compare and contrast the differences between how slaves and natives used ingenious techniques to overcome discrimination and abuse. TSW compare and contrast the difference in how white men were treated in early American democracy verses the treatment of these minorities. TSW list examples of Native American resistance, Frontier Women's assistance in settlement and Black Slave endurance through music to withstand the rigors of slavery.

Evaluation and Assessment: Complete section quizzes from *The American Journey*, Chapters

11 through 14 taken from primary source documents concerning Native Americans and African American Slaves. Write a one page paper on the contributions of frontier women to America's settlement.