

*Teaching Tennessee History:  
Lesson Plans for the Classroom  
Volume VI*

Developed by participants of the 2005 Teachers History Institute  
“From Tennessee to the White House:  
The Journeys of Jackson, Polk, and Johnson”

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“From Tennessee to the White House:  
The Journeys of Jackson, Polk, and Johnson”

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## INTRODUCTION

The East Tennessee Historical Society (ETHS) presented its seventh Teachers History Institute on June 5-10, 2005. It was funded by Humanities Tennessee, with additional support from Wackenhut. Taking as its theme "From Tennessee to the White House: The Journeys of Jackson, Polk, and Johnson," the program consisted of an intense, in-service series of lectures by experts in a number of areas of cultural scholarship and interpretation, tours, and hands-on experiences at historic sites in the state.

Participants began the week in Knoxville with an orientation at the East Tennessee History Center on Sunday afternoon leaving that afternoon for Nashville, the first site of their journey across the state. That evening in Nashville, Walter Durham, state historian, joined the group for dinner. Monday found institute teachers visiting the Hermitage, home of President Andrew Jackson. After touring the famous president's estate, the group left for a visit at Fisk University, well known African American university located in Nashville. Tuesday featured a trip south to Columbia, home of President James K. Polk. Teachers enjoyed touring the Polk family properties including Rattle and Snap, Hamilton Place, sites of Ashwood Hall and Westbrook, and St. John's Episcopal Church. Returning to Nashville on Wednesday, tours included the Tennessee State Capital, Tennessee State Museum and Travelers Rest Plantation and Museum in nearby Franklin. Thursday began the final trek with a walking tour of Greeneville, home of Andrew Johnson, the last president in this week's exploration of the lives and times of Tennessee presidents. Teachers visited the Andrew Johnson Historic Site and the Andrew Johnson Museum and Doak Home at Tusculum College. The week ended back in Knoxville with a discussion of the James K. Polk Papers at the University of Tennessee and hands-on programs at the history center using manuscripts and photographs as primary resources and utilizing museums and artifacts as resources for teaching history.

As a requirement of institute participation, teachers prepared lesson or unit plans using the rich local heritage experiences gained during the institute. This manual contains these lesson plans. The institute participants tested their lesson plans in the classroom during the fall of 2005. At an evaluation seminar in April 2006, participants discussed and shared their ideas concerning their plans. We hope that teachers across the region will find this manual invaluable in their continuing endeavor to guide students in understanding and appreciating the rich heritage of Tennessee.

The editor has revised the lesson plans developed by the Teachers History Institute participants. The lesson plans were revised to make them uniform so all the lessons have comparable components and can be used with a broad range of students. The lesson plans are compiled alphabetically by the author's last name within grade divisions of intermediate, middle, and high school.

**Please Note: These lesson plans list correlates to the Tennessee Social Studies Curriculum which can be found at the following web address:**  
**<http://www.state.tn.us/education/ci/cistandards2001/ss/cisocialstudies.htm>**

# Lesson Plan Titles and Authors

## Intermediate

- Andrew Jackson,  
Seventh President of the United States* .....Ricki Corliss
- The Importance of the “Battle of New Orleans”  
(War of 1812) in Andrew Jackson’s Life and in  
The History of our Country*.....Dorothy Davis
- Who’s Who in Tennessee History*.....Kellie N. Dean
- Research and Tennessee History*.....Pat Gunn
- Three Tennessee Presidents and Primary Sources*.....Terry Sams  
& Suzanne Terrell
- Slaves at the Hermitage*.....Elizabeth A. Taylor

## Middle School

- One Person’s Influence: James K. Polk and Alexander the Great*.....Donna Allen
- Andrew Jackson*.....Kathleen Bailey
- The Impact of the Tennessee Presidents*.....David Bell
- Becoming President*.....Melissa Brewer
- The Long Journey West*.....Ricki Laviano
- Tennessee’s Presidents: Who They Were,  
Where They Lived, What They Accomplished*.....Pauline Clemmer  
Prosser

## High School

- Impeach the Teacher: A Simulation Based on  
President Johnson’s Impeachment Proceedings*.....Michael Laviano
- Overview of Lives and Presidencies of  
Andrew Jackson, James K. Polk, and Andrew Johnson*..... Marcia Whetsel

# **Andrew Jackson: Seventh President of the United States**

Submitted by Ricki Corliss  
Northview Elementary School  
Kodak, Tennessee

**Objectives/Purposes:** Students will read and listen to discussion about Andrew Jackson. Notes will be taken on the body sheet as material is presented. A figure of Andrew Jackson will be drawn onto the blank body of the body sheet. Students will write a group book about Andrew Jackson using notes. In collaborative groups, students will illustrate a page from the group book.

**Grade Level:** Fourth grade

**Group Size:** Entire class

**Lesson Time:** Three thirty minute blocks

**Background Information:** Tennessee history is taught in the fourth grade. Andrew Jackson is one of the presidents from Tennessee who is studied and tested. Outside resources may be necessary to supplement the textbook.

## **Materials:**

1. Feller, Daniel. *The Jacksonian Promise*. Baltimore and London: The John Hopkins University Press, 1995.
2. Klapthor, Margaret Brown. *The First Ladies of the United States of America*. Washington, DC: White House Historical Association, 2001.
3. Remini, Robert. *The Legacy of Andrew Jackson*. Baton, Rouge: Louisiana State University Press, 1990.
4. Body sheet
5. Crayon or colored pencils
6. Computer
7. Paper

## **Strategies/Procedures:**

**Day One:** Students will read, listen, and discuss material about Andrew Jackson. Notes will be taken on the body sheet as material is presented. After the written material is discussed, the students will then illustrate the body on the sheet into a character resembling Andrew Jackson. Paying attention to details such as his dress and weapon is important to depict a resemblance to Andrew Jackson.

**Day Two:** Students will discuss which information will be placed in the class book about Andrew Jackson. Thirty-two pages of material will be discussed and agreed upon. Then, the teacher will type the material on the computer. Use the **Landscape** (On the tool bar it is: file-page setup-paper size-landscape) format to assemble the thirty pages. Pages should be numbered as follows:

LEFT SIDE	RIGHT SIDE
*Page 32	*Page 1
*Page 2	*Page 31
*Page 30	*Page 3
*Page 4	*Page 29
*Page 28	*Page 5
*Page 6	*Page 27
*Page 26	*Page 7
*Page 8	*Page 25
*Page 24	*Page 9
*Page 10	*Page 23
*Page 22	*Page 11
*Page 12	*Page 21
*Page 20	*Page 13
*Page 14	*Page 19

Book pages will be in correct sequence if the above numbering is used on the Landscape format.

**Day Three:** Students will be divided into groups and given an equal number of pages to illustrate (or cut and paste) with pictures that coincide with the written words on the page. The teacher will collect and assemble the class book on Andrew Jackson. Individual books can be duplicated for each student to keep in a social studies folder if desired.

**Tennessee Social Studies Curriculum Correlations:**

4.5spi2. Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoia, David Croquet, Nancy Ward).

**Evaluation /Assessment:** Students will be evaluated on the body sheet with notes and illustrations of Andrew Jackson. The assembled class book on Andrew Jackson will give the class ownership of the work and may also be used as a grade.

**Author's Evaluation:** This lesson plan worked well with my class this year. All the objectives were met as the students learned about Andrew Jackson. Making a class book about Andrew Jackson gave them pride in ownership by contributing to the information, pictures, and assembly of the book. Assembly of a class book allows students to look back over their work and reinforce who Andrew Jackson was.

# Andrew Jackson

Between 1800 and 1860 many United States leaders came from Tennessee. Perhaps no other Tennessean had greater impact on the state and on the country than Andrew Jackson. Jackson was born on March 15, 1767, in South Carolina. His family did not have much money. Jackson learned at an early age to be strong, independent, and courageous.

Jackson was still a boy when the American Revolution began. Though he was too young to fight, Jackson helped out by delivering important messages to Continental soldiers.

When the war ended, Jackson settled in North Carolina and began to study law. In 1788 Jackson became public prosecutor for the Western District of North Carolina, which is now part of Tennessee. He played a role in founding the city of Memphis and won election to the United States Congress.



Andrew Jackson

When the War of 1812 broke out between the United States and Britain, Jackson volunteered to fight. During the war he earned the nickname Old Hickory, because hickory is a tough wood and Jackson was a tough soldier. Victories in the war made Jackson a

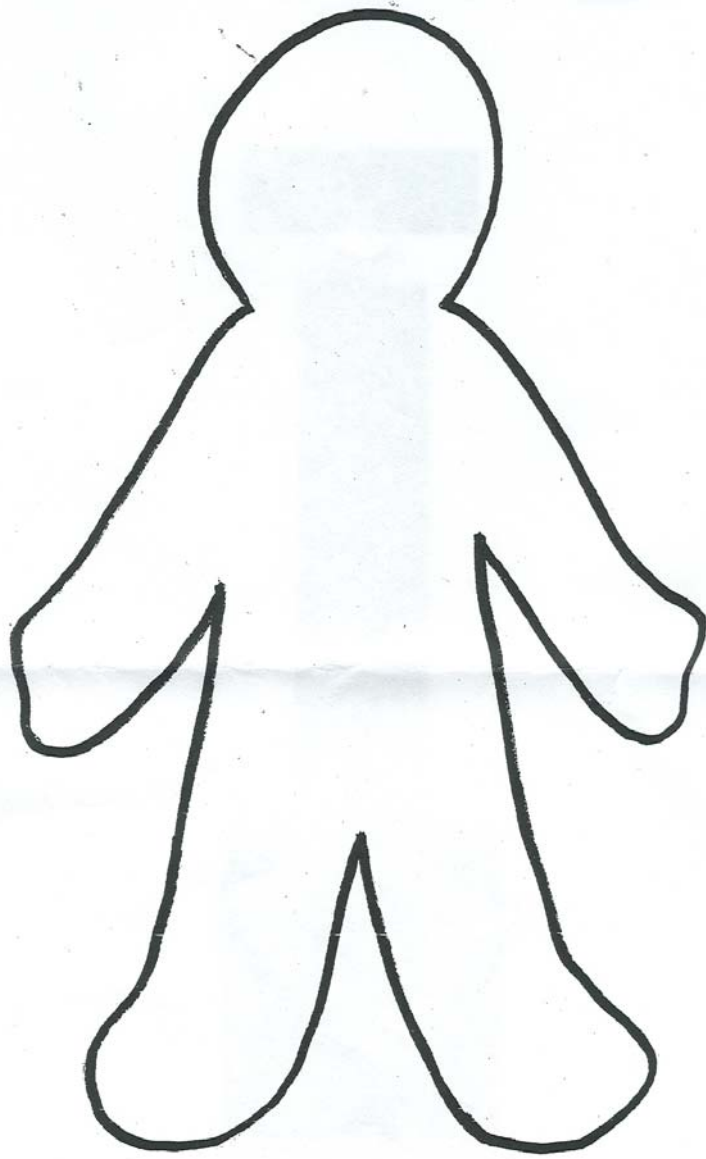
military hero.

Jackson's role as a war hero led him to run for the United States presidency. All of the earlier Presidents had been well-educated men from Virginia or Massachusetts. Jackson was seen as a man of the people—strong, independent, and close to nature.

Jackson won election as the seventh President of the United States in 1828. He was easily elected a second time in 1832. After leaving office, he lived at his home, the Hermitage, near Nashville, until his death in 1845.

**DIRECTIONS:** A fact is a statement that can be checked and proved to be true. An opinion is a statement that describes what a person thinks or believes. For each of the following statements, write Fact next to statements you believe are facts. Write Opinion next to statements you believe are opinions.

- \_\_\_\_\_ 1. Jackson was the seventh President of the United States.
- \_\_\_\_\_ 2. Jackson is the most important person in Tennessee history.
- \_\_\_\_\_ 3. Jackson was the first President from a frontier state.
- \_\_\_\_\_ 4. Jackson was the best President the United States has ever had.
- \_\_\_\_\_ 5. Jackson volunteered to fight in the War of 1812.
- \_\_\_\_\_ 6. Jackson's home, the Hermitage, is well-made.





## ANDREW JACKSON

1. Andrew Jackson was born March 15, 1767 on the frontier. He was called "rough hewn". He was poor and his parents were unlearned.
2. Andy's father died before he was born. His mother and brothers died during the Revolutionary War.
3. He delivered messages to the Continental soldiers in the Revolutionary War. He refused to shine a British soldier's boots. The soldier cut Andrew Jackson with a sword and put him in jail.
4. Jackson contracted smallpox and nearly died.
5. He did not ever like the British after this happened.
6. He attended a local academy (school) and learned the basics, but he was not a "bookish" boy.
7. Andrew Jackson had spelling problems. He spelled copy-"coopy" in a letter.
8. Despite his spelling problem, he was a persuasive writer. He studied law, moved to Tennessee and became a judge.
9. Jackson helped write Tennessee's constitution and served in Congress as the state's first member of the House of Representatives.
10. Andrew Jackson had no formal military training. He was strict with his troops.
11. He told his troops, "Don't obey anybody but me."
12. As a soldier he earned his nickname, "Old Hickory," because his soldiers said he was "tough as hickory." Hickory is a type of wood.
13. He had a quick temper and had fights and duels.
14. He married Rachel Jackson. She was not well educated but had common sense.
15. She and Andrew were devoted to each other. He once fought a duel in her honor.
16. They lived at their home, the Hermitage, in Nashville, Tennessee.
17. Andrew Jackson was the first governor of Florida's territory.
18. Andrew Jackson ran for president.
19. He made speeches on a tree stump.

20. He was our first Democratic president. He was known for being "of the people" helping the plain or common man.
21. Andrew Jackson was elected as 7th president in 1828. He was in office for eight years.
22. He was president during the "Jacksonian Era." Common people liked him.
23. He was an outspoken leader. Jackson felt that he was elected by the people and was responsible for them.
24. He helped reform women's rights. Women could not be professionals, own land, or vote. They married and had children.
25. He reformed education. The board of education was created in 1837.
26. He started free schooling for males. Girls did not go to public schools.
27. He was responsible for the Indian Removal Bill. Indians had to move to the land west of the Mississippi River.
28. The Trail of Tears is what the Cherokee Indians called their move. Many died on the trail to the new land, now part of Oklahoma.
29. Jackson fought the Mexicans adding Texas to the Union.
30. Andrew Jackson died on June 8, 1845. He was buried at the Hermitage next to Rachel's grave.
31. Time Line  
1767 born  
1791 married Rachel  
1829 president
32. Time Line  
1830 Congress passes Indian Removal Act  
1839 Trail of Tears ended  
1845 Jackson died

## Example of how Page Layout Will Look

(note number sequence)

1. Andrew Jackson was born March 15, 1767 on the frontier. He was called "rough hewn". He was poor and his parents were unlearned.
32. Time Line
  - 1830 Congress passes Indian Removal Act
  - 1839 Trail of Tears ended
  - 1845 Jackson died

# **The Importance of the “Battle of New Orleans” (War of 1812) in Andrew Jackson’s Life and in the History of our Country**

Submitted by Dorothy Davis  
Ashland City Elementary  
Ashland City, Tennessee

**Objectives/Purpose:** The students will learn about the importance of the “Battle of New Orleans” (War of 1812) in the life of Andrew Jackson. That one event flashed this Tennessee general into the national limelight as a national hero that led him to become president of the United States. He relied on his own bravery and determination to change a nation. Because of these things, he is the only president to have an era named after him. The Age of Jackson, the time from the War of 1812 to the Civil War (1812-1865) stands as a monument to Andrew Jackson’s belief in government by and for the common man.

**Grade Level:** Second through fourth grade students

**Group Size:** Classroom (twenty to thirty students)

**Lesson Time:** Forty-five minutes

**Background Information:** Before this the teachers will have read to the students *Profiles of the Presidents: Andrew Jackson* by Barbara Somerville and as it is read each day the students will take turns acting out the different characters in the story. They will listen and learn the words to the song, “The Battle of New Orleans.” The students will have heard or read the book, *Battles of the War of 1812* by Diane and Henry Smolinski. A bulletin board will be made of a timeline of Andrew Jackson’s Life and Times found in the back of *Profiles of the Presidents Andrew Jackson*. This parallels Andrew Jackson’s life and world events. A bulletin board will be made of pictures of Andrew Jackson, Rachel, “The Battle of New Orleans” and life at the Hermitage. A poster will be made of a letter written in the Clarion Newspaper on February 21, 1815 and put on a bulletin board. It is in regards of Andrew Jackson’s winning of the “Battle of New Orleans,” The students will watch the video, “Voices for Union.” The students will look at and trace and color the clothes of Andrew Jackson and his family from the book, *Andrew Jackson and His Family Paper Dolls* by Tom Tierney. They will look at the pictures and read the captions from the Hermitage website. The students will take a fieldtrip to the Hermitage and participate in the educational workshop for children. They will go through the mansion, gravesite, slave quarters, burial grounds, and the museum, and watch a video on Andrew Jackson’s life.

## **Materials:**

1. Books-*Profiles of the Presidents Andrew Jackson, Battle of the War of 1812, and The Hermitage,*
2. Poster of a letter written about the “Battle of New Orleans” in the Clarion Newspaper on February 21, 1815,
3. Paper, colored pencils or crayons,
4. Timeline of Andrew Jackson’s Life and Times,
5. Costumes if possible

6. The Hermitage website, [news@thehermitage.com](mailto:news@thehermitage.com)
7. The Hermitage Museum Store, 4580 Rachel's Lane, Hermitage, TN 37076
8. Primary Source, Clarion Newspaper, February twenty-first, 1815. "General Jackson" extract of a letter from a gentleman in Kentucky to his friend in Nashville in regards to the winning of the "Battle of New Orleans."
9. Music CD, Johnny Horton "The Battle of New Orleans."
10. Video, "Voices for Union" order information 422-947-2071

#### **Books**

- Philips, Charles, (Ladies Hermitage Association)*the Hermitage, Home of Andrew Jackson*: Zenda Inc., Nashville, TN, 1997.
- Smolinski, Diane and Henry. *Battles of the War of 1812*. Heinemann Library, Chicago, Illinois, 2003.
- Somerville, Barbara. *Profiles of the Presidents Andrew Jackson*: Compass point Books, Minneapolis, Minnesota, 2003.
- Tierney, Tom. *Andrew Jackson and His Family Paper Dolls*; Dover Publications, Inc., 2001.

**Strategies/Procedures:** The students will use creative dramatics to act out the "Battle of New Orleans." The teacher or a student will read *Profiles of the Presidents Andrew Jackson*, pages twenty-six through twenty-eight and *Battle of the War of 1812*, pages twenty-six through twenty-nine. During the battle part the class will sing Johnny Horton's hit song *The Battle of New Orleans*. Afterward there will be a class discussion to answer these questions:

1. Why do you think Andrew Jackson was picked by President James Madison to lead troops in the "Battle of New Orleans?"
2. Why do you think Jackson may have hated the British?
3. What was it about Andrew Jackson that made him win all the battles he fought?
4. Do you think the war would have ended the same if Jackson had not won the battle? Why did no one know that the war was over before the "Battle of New Orleans" had started?
5. Why do you think that Andrew Jackson was treated as a war hero after the "Battle of New Orleans?"
6. What did this new image do for Andrew Jackson's future? What happened to New Orleans in the fall of 2005?
7. Has the history of New Orleans helped you feel the importance of New Orleans in the present?
8. What do you think we should do about its future?

After the discussion, the students will draw a picture of "The Battle of New Orleans" or anything else that they may feel strongly about.

#### **Tennessee Social Studies Curriculum Correlations:**

- 3.5.spi.1.label histories as past, present and future
- 3.5.spi.2. use a timeline to determine the order of a historical sequence of events.
- 3.5.spi.3. read and interpret facts from a historical passage.
- 3.5.tpi.1. use facts and concepts drawn from history.
- 3.5.tpi.7. assemble historical information using a variety of sources (e.g., newspaper, book, video, and computer).
- 4.5.spi.3. interpret a time line that depicts major historical pre-Civil War events.
- 4.5.spi.2. identify major Tennessee political leaders (i.e., Andrew Jackson).

**Evaluation/Assessment:** Observation of the student's creative dramatics of "The Battle of New Orleans" will be assessed as to how serious they were and how well they did. The singing of the words of the *Battle of New Orleans* will be assessed as to how well they knew the words. The quality of the answers to the questions will be evaluated. The details of their pictures of "The Battle of New Orleans" or other pictures about Andrew Jackson or New Orleans that they decided to draw will be assessed.

**Author's Evaluation:** My second grade class had such a good time using creative dramatics to learn about Andrew Jackson and the *Battle of New Orleans*. I didn't realize that they remembered so much until we took a field trip to the Hermitage. When the educational director asked the students questions, they knew all the answers. She called my school and told my principal that she was very impressed with my class and the knowledge that they had learned about Andrew Jackson. Next year I want to make costumes to go along with their creative dramatics.

## **Who's Who in Tennessee History**

Submitted by Kellie N. Dean  
Whitesburg Elementary  
Whitesburg, Tennessee

### **Objectives/Purpose:**

- Students will complete a research project to learn about famous Tennesseans and their importance in Tennessee history.
- Students will write a short report using at least two sources apart from the Social Studies textbook that will be used in oral presentation of their projects.
- Students will make/construct a visual aid for use in the oral presentation of their projects.
- Students will make up three questions to use in a class trivia game for TCAP review.

### **Grade Level:**

Fourth grade (can be adapted to any non-primary grade)

### **Group Size:**

Whole class; although students will work individually on their projects.

### **Lesson Time:**

Allow time for students to have instruction on how to complete a research project. I usually do this as a writing lesson and then move into the directions. Allow at least a week of class time for completion of the project. This would depend on how much of the project is to be done at home and at school.

### **Background Information:**

Anytime I have done a research project with my classes (3rd and 4th graders) they have loved the assignment. I have tried this as small group projects, but really like it better done individually over a unit theme of study. I have found that students this age need a lot of guidelines and instruction on how to do research project, but enjoy the process. I used this as an ending project to the Tennessee History unit of study.

### **Materials:**

Students will need access to a variety of books about Tennessee history. Also helpful is the *Cobblestone Magazine*. Students also really enjoy using the Internet as a source for information. Two really great websites are: **worldalmanacforkids.com** and **tnhistoryforkids.org**. It is also helpful to have examples of acceptable visual aids.

### **Strategies/Procedures:**

Show students a list of acceptable people about whom they can complete their projects. Either let students pick a person or randomly assign each student a person. Have a class time devoted to the instructions and to show students examples of acceptable projects. One suggestion is to take pictures of past projects and file these with the unit plans. This is a solution to storing cumbersome projects as well as whose to keep!

Assign students to pick out their sources for information and allow needed time for research and note-taking. I assigned the writing of the report as homework for one night and took a class period to proof-read and rewrite. Students were also given time to work on their visual aids at school. Most chose to do a poster. One used my overhead projector, and another chose to dress up on the day of the presentations. One class period was devoted to making the questions for the trivia game. It took two class periods to make the oral presentations. The reports could be laminated and bound and the projects displayed in the hall.

### **Tennessee Social Studies Curriculum Correlation**

4.5.spi.09 Determine the influence of Lewis and Clark's expedition had on westward expansion

4.5.spi.10 Recognize the accomplishments of John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, Soldier

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

### **Evaluation/Assessment:**

A rubric will be used for assessment.

### **Teacher Evaluation:**

I have done similar projects to this one for several years and find that the kids really love this type of project. It does take careful planning and organization. It is good to do mid-year and keep the reports and questions for review before TCAP.



## Research and Tennessee's Leaders

Submitted by Pat Gunn  
Pi Beta Phi Elementary  
Gatlinburg, Tennessee

**Objectives/Purpose:** The library curriculum reinforces skills taught in the classroom. In this project, students, working in teams of two, will research Tennessee leaders and create PowerPoint presentations on these leaders. The student will:

- Identify the accomplishments of notable Tennessee individuals such as William Blount, John Sevier and others.
- Use and discern appropriate reference sources in various formats.
- Use current technology as a research and communication tool for research and personal interest.

**Grade Level:** Fourth grade

**Group Size:** class (twenty-five +/-)

**Lesson Time:** sixty minutes once a week for a six week period

**Background Information:** The library reinforces the curriculum all ready taught in the classroom. Students have covered the following material during the school year. This lesson is a reinforcement for TCAP.

### **Materials:**

Set of encyclopedias, computers, books, to include but not limited to:

1. Bausum, Ann. *Our Country's Presidents*. Washington, D.C.: National Geographic, c2005.
2. Behrman, Carol H. *Andrew Jackson*. New York: Lerner Publications, c2003.
3. Behrman, Carol H. *Andrew Jackson*. New York: Lerner Publications Co., c2005.
4. Benedict, Michael Les. *The Impeachment and trial of Andrew Johnson*. New York: Norton, 1999
5. Davis, Kenneth C. *The Presidents*. New York: HarperCollins, c2002.
6. Gaines, Ann. *Andrew Jackson: Our Seventh President*. New York: Child's World, c2002.
7. Gibson, Clare. *A Pictorial History of the U.S. Presidents*. New York: Gramercy Books, c2001.
8. Harper, Judith E., *Andrew Johnson : Our Seventeenth President*. New York: Child's World, c2002.
9. Pascoe, Elaine. *First Facts About the Presidents*. New York: Blackbirch Press, 1996.
10. Rubel, David. *Scholastic Encyclopedia of the Presidents and Their Times*. New York: Scholastic Reference, c2005.
11. Somervill, Barbara A. *Andrew Jackson*. New York: Compass Point Books, c2003.
12. Somervill, Barbara A. *James K. Polk*. New York: Compass Point Books, c2004.

**Strategies/Procedures:**

1. Review with students the names of Tennessee leaders. List these on a chart.
2. Provide students with prompts for the names of Tennesseans they might have forgotten. If students forget some leaders, list these.
3. Provide students with their project goals: Step 1: research the Tennessean they are given, Step 2: create PowerPoint presentations on the Tennessean.

**Tennessee Social Studies Curriculum Correlations:**

4.5.spi.2. identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward, Andrew Johnson).

4.5.spi.10. recognize the accomplishments that John Sevier contributed to Tennessee history (i.e., State of Franklin's one and only governor, Tennessee's first governor, United States Congressman, soldier).

4.5.tpi.5. design a picture book showing famous Tennesseans and describe their accomplishments. This will be modified to PP presentations.

4.1.spi.23. select sources from which to gather information on a given topic.

4.1.tpi.24. use library media sources to access information (e.g., encyclopedias, Internet, electronic catalog).

4.2.spi.8. identify the most reliable sources of information for preparing a report.

**Evaluation/Assessment:** Each team will present their PowerPoints for teacher evaluation and feedback from the class.

**Author's Evaluation:** Students work well on research when the topic and questions are clear and the task involves computers.

## Famous Tennesseans: Research Project

During this six weeks, you will research a famous Tennessean. Your team should research the following questions and include the information in your PowerPoint presentation.

1. What is the complete name of your Tennessee leader? (This will be your title slide).
2. When was your character born? Where?
3. Describe his/her family. Brothers/sisters?
4. Describe your character's education.
5. Discuss a minimum of two significant events in your character's life.
6. What impact did your character have on our history?
7. Is your character viewed in a positive or negative way?
8. Is there anything we should know about your character that you found interesting and had never heard before?
9. After researching your character, what do you think of your character?

PowerPoints:

Your PP should be created from a Blank Presentation. There should be a minimum of seven slides. Vary background colors and font. Include at least one imported picture of your character and use slide transition.

No sound required.

# Three Tennessee Presidents and Primary Sources

Submitted by:

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**Objectives/Purpose:** The objective and purpose of this lesson is to familiarize students with the definitions of a primary and secondary source. Students should be able to discern the difference and evaluate a document. In addition, the students should learn the value of a primary source to gain a valid interpretation of a historical event. Students will learn about the three presidents through a series of PowerPoint slides about Jackson, Polk and Johnson. They will learn about the impact these Tennesseans had on the national scene.

**Grade Level:** Fourth through eighth grades

**Lesson Time:** Can be completed in one class period or repeated whenever using primary source documents. The PowerPoint can be used to introduce the lesson, the unit, or in part as the timeline expands.

## **Background information:**

What is a primary source?

A primary source is a record of an event as it is first described without commentary or interpretation. It includes sets of data such as census statistics which have been tabulated but not interpreted. These firsthand documents include poems, diaries, court records, and interviews as well as data generated by experiments, surveys, and ethnographies used as research.

What is a secondary source?

Secondary sources offer an analysis or a restatement of primary sources. They often attempt to describe or explain primary sources. Some secondary sources argue a contention or persuade to a certain opinion.

Examples of primary and secondary sources:

	<b>Primary Sources</b>	
<b>Secondary Sources</b>		
History	slave diary	book on the Underground Railroad
Art	original artwork	art critique article
Political Science	treaty	essay on Native American land Rights

The three Tennessee presidents are the seventh president, Andrew Jackson, the eleventh president James K. Polk and the seventeenth president, Andrew Johnson. All three left a historical record in primary source material. In reading these first hand accounts of events in history, students can then come to their own interpretation of history.

**Materials:** Evaluation worksheet, background information PowerPoint, examples of primary sources  
The PowerPoint can be viewed at <http://classroom.jc-schools.net/ce/presidentsoftn.ppt>.

List of primary sources included:

- Assorted personal letters to and from Andrew Jackson between 1799 and 1813
- Old Hannah's narrative of Jackson's last day
- Newspaper advertisement, "Ten Dollars Reward" for a runaway slave – 1831
- "King Andrew," broadside, 1834
- "Jackson a Negro Trade," broadside, 1828
- "President Jackson's Case for the Indian Removal Act," 1830
- "Letter to the American People" from Choctaw Chief George W. Harkins
- Marriage bond of David Crockett and Polly Findley, August 12, 1806
- Tally sheet recording Crockett's defeat in his 1835 race for reelection to Congress

**Strategies/Procedures:**

Introduce the definitions of primary and secondary sources. Review the list of examples. Ask students to suggest examples of primary sources they have read or used before.

Present the PowerPoint on the three Tennessee presidents. Stress the importance of understanding political opinion, personal character, and public contemporary views with primary source material.

Divide students up into pairs. Hand out individual documents to each pair. First, the students should read the document. Assign one student to be the scribe. The second student reads the evaluation sheet. They discuss the answers.

**Evaluation/Assessment:**

The teacher should monitor pairs. Students will fill out evaluation forms to demonstrate an understanding of the significance of using primary source documents to interpret history. Ask critical thinking questions as a follow up to stimulate creative application and assimilation of information.

Differentiate levels for individualization by selecting less text for below grade level readers. Ask students to compare and contrast documents if they are above grade level readers. Consider making up pairs of students who can match well by interests and/or intellect.

**Author's comment:**

The Power Point on the three Tennessee presidents is an introduction to political leaders and their impact on the nation. The slides of documents supplement text. The presentation can introduce a timeline of the first half of the nineteenth century.

This is a valuable and fun method of learning about history. The evaluation of a document is a way to analyze its value. This activity becomes more complex as it spirals from intermediate grades through the eighth grade. It is valued literally in early grades and analyzed in historical context and national consequence in later grades.

The fourth grade classes were very interested in the differences in the personal letters of Andrew Jackson, especially the letter wanting a duel with Governor Sevier. The girls really enjoyed reading the way he wrote to his wife and vice-versa. There were many new vocabulary words introduced at this time. The students were interested in the way he wrote with so little formal education.

This lesson can be adjusted for each grade level by stressing SPIs

- 4.5.2 Identify major Tennessee political leaders.
- 5.5.7 Interpret a primary reading sample.
- 5.6.2 Use tools of social science inquiry such as surveys, statistics, maps and documents.
- 8.5.2 Read a timeline and order events of the past
- 8.5.3 Differentiate between a primary and secondary source.
- 8.4.9 Analyze the contributions of Tennessee political leaders on the national scene.
- 8.5.11 Identify conclusions about historical events using primary and secondary sources

**Slaves at the Hermitage**  
Submitted by Elizabeth A. Taylor  
Tellico Plains Jr. High School  
Tellico Plains, Tennessee

**Objectives/Purpose:**

Students will gain knowledge and understanding of:

- how slaves were treated at the Hermitage.
- why slaves were necessary to the Hermitage.
- how knowledge of slaves at the Hermitage was accumulated.
- what slaves contributed to the Hermitage and to Tennessee.

**Grade Level:** Fifth Grade

**Group Size:** Entire Class

**Lesson Time:** Five forty-five minute lessons.

**Background Information:** Students should have knowledge of slavery and how slaves came to the United States. They should also know that Andrew Jackson was one of the three Tennessee presidents and had a plantation at Nashville, Tennessee called the Hermitage.

**Materials:**

1. Computer with Internet
2. Erickson, Paul. *Daily Life on a Southern Plantation 1853*. New York: Puffin Books, 1997.
3. Gillon, Edmund V. Jr. *Cut and Assemble A Southern Plantation*. New York: Dover Publications, 1989.(26017-8 \$6.95) Copy onto cardstock - enough for groups of four students.
4. Pretest on knowledge of slavery in Tennessee.
5. Post test on knowledge given during days one and two.
6. Television to computer connection
7. Web site for Hermitage: **www.thehermitage.com**
8. Rubric for grading Plantation project. **RubiStar** ( <http://rubistar.4teachers.org> )

**Strategies/Procedures:**

**Day one:**

1. Pretest on knowledge of slavery in Tennessee.
2. The teacher will read, *Daily Life on a Southern Plantation 1853*, to the students.
3. Teacher will discuss necessary previous knowledge with students.

**Day two:**

1. Teacher will have TV to computer connection set up.
2. Teacher will view *Slave Life at the Hermitage* on the Hermitage website and discuss the various items and pictures on this site. (2 pages)
3. Teacher will discuss and view *Slave Families at the Hermitage* concerning the histories of three slaves bought by Andrew Jackson.(2 pages)
4. The teacher will view and discuss the “Discoveries”(5 pages) through *Archaeology at the Hermitage*, also on the Hermitage website.

**Days three-four:**

The teacher will allow groups of four students to cut and assemble the plantation. Students should include the following in their plantation project:

1. Labels for various parts of the plantation.
2. Have parts accurately displayed.
3. Include any extra items deemed appropriate for time.
4. Students should use class time wisely.

**Day five:** Students will present their finished plantation projects. They will discuss how slaves came to the Hermitage, why they were important, and what they contributed to the Hermitage and to Tennessee.

**Tennessee 4<sup>th</sup> Grade Social Studies Curriculum Standards**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.
- 1.04 Understand the contributions of individuals and people of various ethnic, racial, religious and socioeconomic groups to Tennessee.

**Evaluation /Assessment:**

Pretest on knowledge of slavery in Tennessee:

1. Were there any slaves in Tennessee?
2. Did any of the presidents own slaves?
3. What did slaves do on plantations?
4. Did slaves have families on the plantations?
5. Were slaves valuable to the owners?

Post-test on knowledge given during days one and two:

1. Were there any slaves in Tennessee?
2. Did any of the presidents own slaves?
3. What did slaves do on plantations?
4. Did slaves have families on the plantations?
5. Were slaves valuable to the owners?



## Making A Southern Plantation: Project

Teacher Name: **Mrs. Taylor**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Attractiveness	The plantation is exceptionally attractive in terms of design, layout, and neatness.	The plantation is attractive in terms of design, layout and neatness.	The plantation is acceptably attractive, though it may be a bit messy.	The plantation is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The plantation includes all required elements as well as additional information.	All required elements are included.	All but 1 of the required elements are included.	Several required elements were missing.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Labels	All items of importance on the plantation are clearly labeled with labels that can be read.	Almost all items of importance on the plantation are clearly labeled with labels that can be read.	Several items of importance on the plantation are clearly labeled with labels that can be read.	Labels are too small to view OR no important items were labeled.
Knowledge Gained	Student can accurately answer all questions related to facts in the plantation and processes used to create the project.	Student can accurately answer most questions related to facts in the plantation and processes used to create the project.	Student can accurately answer about 75% of questions related to facts in the plantation and processes used to create the project.	Student appears to have insufficient knowledge about the facts or processes used in the project.

# **One Person's Influence: James K. Polk and Alexander the Great**

Submitted by Donna Allen  
Maryville Intermediate School  
Maryville, Tennessee

**Objectives/Purpose:** The student will:

- Compare and contrast President James K. Polk and Alexander the Great
- Use maps to understand historical and geographic information
- Recognize the impact one individual can make on world history

**Grade Level:** Sixth grade

**Group Size:** Regular class divided into groups of two to four students each

**Lesson Time:** One class period (forty five to sixty minutes)

**Background Information:** How can one person affect the course of history? In this lesson, students will compare and contrast President James K. Polk and Alexander the Great using biographies, maps, and a Venn diagram. The emphasis is on land acquisition and leadership style. This lesson should be completed after a study of ancient Greece.

**Materials:**

- Map copies for each group
- Biography copies for each group
- Venn diagrams for each group
- Hi-liters and pencils

**Strategies/Procedures:**

- 1) Introduce the topic with the following questions: "What makes a leader, such as a king or president, want more land?" Quickly accept any appropriate responses---power, money, resources, etc. "Can just one person impact world history?" Accept responses with appropriate justification.
- 2) The teacher introduces the two individuals, James K. Polk and Alexander the Great, by reviewing what the students know about each leader.
- 3) Divide the class into groups of two to four students each depending on the students' ability.
- 4) Distribute maps (included) to each group showing the land acquisition during each leader's tenure. Instruct the students to hi-lite the acquired land to emphasize the enormity of the acquisition. Lead students in a discussion of the changes this would require (communication, military, language, government, religion, etc.) in governing.
- 5) Distribute Venn diagrams (included) and biographies (included) of James K. Polk and Alexander the Great. Instruct students to complete a Venn diagram contrasting and comparing James K. Polk and Alexander the Great after reading the biographies. This could be modeled or examples given depending on the groups' familiarity of Venn diagrams and ability level.

- 6) Discuss Venn diagram results. Ask the two introductory questions (see number one) again and initiate additional discussion.
- 7) Collect the Venn diagrams and maps.

**Tennessee Social Studies Curriculum Correlations:**

6.3.5 Use a map to understand geographic and historical information

6.4.1 Recognize different types of government

6.6.2 Recognize the impact of individuals on world history

**Evaluation/Assessment:** The Venn diagrams will serve as an evaluation. Teacher observation will be critical in evaluating student perceptions and mastery of information.

Possible extension activities could include designing a business card, writing a newspaper article, creating a bumper sticker, or writing a summary about James K. Polk or Alexander the Great.

**Author's Evaluation:** The class must be able to work successfully in small groups, and think with higher order thinking skills. This is difficult for some students, but I enjoyed the challenge of trying to incorporate an aspect of Tennessee history into the sixth grade world history curriculum. It was a pleasant and satisfying activity.

**Andrew Jackson**  
Submitted by Kathleen Bailey  
Madisonville Middle School  
Madisonville, Tennessee

**Objectives/Purposes:** The learner will understand facts about Andrew Jackson. The learner will compare and contrast Mr. Jackson's two sides. The learner will read and explore song lyrics.

**Grade Level:** Sixth through eighth grades

**Group Size:** Entire class

**Lesson Time:** Four class periods; one hour per week for four weeks

**Background Information:** My sixth through eighth grade students have studied Andrew Jackson and his position in Tennessee history. My class has visited the Hermitage outside Nashville and Red Clay in Bradley County. The class should be familiar with a Venn diagram.

**Materials:** Reading handout, song lyrics sheets, worksheets:

- "Jackson and the Road to White House,"
- *Battle of New Orleans*,
- Crossword puzzle about Jackson.

A debate will be held to discuss the issue of Indian removal, "The Trail of Tears" – one group will argue for removal and the other will argue against it. Davy Crockett voted against the order.

*The Hermitage – Home of President Andrew Jackson.* [www.thehermitage.com](http://www.thehermitage.com), 2006

Hulme, Etta. *Political Cartoon.* Knoxville News-Sentinel, page G4, January 22, 2006

Long, Cathryn J. *The Complete Book of American Facts & Games.* Columbus, OH: McGraw-Hill Children's Publishing, 2003.

Morris, Hal. *Biography of Andrew Jackson.*

<http://odur.let.rug.nl/~usa/P/aj7/about/bio/jackxx.htm>

Public Program Department, Tennessee State Museum. *Handouts Presented During Museum Tour,* [www.tnmuseum.org](http://www.tnmuseum.org), 2005.

State of Tennessee Website. *Historic Park.* State of Tennessee Website, [www.state.tn.us](http://www.state.tn.us), January 2006.

The White House. *Biography of Andrew Jackson.*

[www.whitehouse.gov/history/presidents/aj7.html](http://www.whitehouse.gov/history/presidents/aj7.html)

Williams, Jr. Frank B. *Tennessee's Presidents.* Knoxville, TN: The University of Tennessee Press, 1981

**Strategies/Procedures:**

1. Divide the class into groups of two. Have each group make a Venn diagram contrasting Andrew Jackson's beliefs.
2. Debate for and against Indian removal.

3. Share Venn diagrams.
4. Read handouts with partners.
5. Explain that *Battle of New Orleans* was written about Andrew Jackson's part – he was made a hero – and hand out lyrics.
6. Help the students sing the song.
7. Discuss the parts of the song that are true and those that are not true.
8. Let students revise their Venn diagrams. Discuss.
9. Students need to write a summary of what they have learned.
10. Students will complete worksheets and a crossword puzzle.

**Evaluation/Assessment:** Students will turn in their Venn diagram and worksheets, puzzle, and summaries.

**Author's Evaluation:** This lesson was enjoyed by the students and the teacher.

**Tennessee Social Studies Curriculum Correlations:**

8.4. spi. 9 analyze the contributions of Tennessee political leaders on the national scene (i.e., Andrew Jackson)

8.5.spi.13 examine the demographic changes brought about by westward movement- Native American relocation

8.5.spi.2 read a timeline and order events of the past

8.6.spi.3 recognize examples of stereotyping, prejudice, conformity, altruism in early American history

**Evaluation/Assessment:** Students will be evaluated throughout this lesson plan. I will observe class participation and contribution. I will moderate the discussion between pro-Indian removal and anti-Indian removal. The Indian side vs.white side; will use Venn diagram and will argue this for a grade.

## Lesson Plan – Andrew Jackson

Andrew Jackson was known as “Old Hickory.” He was born in Warhaw, SC, on March 15, 1767 and died June 8, 1845 at the Hermitage. He was a revolutionary war hero around the age of 13 or 14. He was a teacher, a lawyer, a governor, and senator. He battled against the Creek and Seminole Indian nations. He was a hero in the War of 1812: Battle of New Orleans. He supported a strong federal government. He was the founder of the Democratic Party. From 1829 until 1837 he served as the President of the United States – he was the first “frontier” president and served two terms in office. He signed a bill for the relocation of the Creek, Cherokee, Choctaw and Chickasaw Nations to areas west of the Mississippi (“Trail of Tears”). He frequently exercised the right to veto. He refused to charter the Second Bank of the United States. He paid off the national debt. He was known for dueling. He was a man of action and did not hesitate. Honor was very important to him.

## A Comparison of the Two Images of Andrew Jackson

Label the left circle “Pioneer Image” and the right circle “Refined Image.” Place each group of words in the appropriate circle, keeping in mind that Andrew Jackson’s two images had some things in common. Place the things that they had in common in the center circle titled “Likenesses.”

Demanding and dominant figure.

Strong leader

Headstrong

Humble

Low in society

Used the spoils system

Responsible for the removal of the Cherokee Nation

Man of the common people

Abolished the national bank

For states’ rights

A widower

Champion of certain rights.

Violent in nature

Frontiersman

Poor background

Called “Old Hickory”

Owned slaves

Cleared the national debt

Used the presidential veto

Loved his family

Grief-stricken over his wife’s death



# **The Impact of the Tennessee Presidents**

Submitted by David Bell  
Holston Middle School  
Kingsport, Tennessee

## **Objectives/Purpose:**

1. Students will analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, and James K Polk).
2. Students will differentiate the contributions and political views of Tennessee's national leaders.
3. Students will recognize Tennessee's political, social, economic, and geographic role in the development of the Americas.

**Grade Level:** Eighth grade

**Group Size:** Twenty five to thirty students

**Lesson Time:** Two forty-five minute classes

**Background Information:** By the time this lesson will be given, the students will have studied all of the Tennessee presidents. This lesson will be given at the end of the year, after their study of the Reconstruction.

## **Materials:**

1. Appleby, Joyce; Alan Brinkley; and James McPherson. *The American Journey*. New York: Glencoe McGraw-Hill, 2003.
2. The Internet and resources available in our media center.

## **Strategies/Procedures:**

Set

The following introductory questions will be asked:

1. Who are the presidents from Tennessee?
2. For what is each known?

Instruction

1. After the above questions, the students will be broken into groups of three or four and assigned a Tennessee president. Using their books and the resources in the media center they will research the presidents. They will concentrate on the contributions of each on the national scene and that president's political, social, economic, and geographic role in the development of the Americas.
2. On the second day of class the groups will present their findings.
3. The students will then discuss each president's contributions.
4. The students will use the last ten minutes of the last class to write a short paragraph, answering the following questions:
  - Which president had the most important impact on the United States and why?
  - Which president played the biggest role politically, socially, economically? Why?

**Tennessee Social Studies Curriculum Correlations:**

8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).

8.4.tpi.25. differentiate the contributions and political views of Tennessee's national leaders.

8.5.tpi.15. recognize Tennessee's political, social, economic, and geographic role in the development of the Americas.

**Evaluation/Assessment:** I will evaluate each group's effort during research, presentation skills, and historical accuracy.

## **Becoming President**

Submitted by Melissa Brewer  
Seymour Middle School  
Seymour, Tennessee

**Objectives/Purpose:** The objective of this lesson is to have the students identify contributions made by the presidents from Tennessee. The students will be able to act as a U.S. citizen. This will help the students to identify the rights, responsibilities, and privileges as a U.S. citizen.

**Grade Level:** Eighth grade

**Group Size:** One class

**Lesson Time:** You need at least two days of a forty-five to fifty minute class.

**Background Information:** Students have been given information on the past presidents. The Constitution and Bill of Rights have been covered along with the rights and responsibilities of a U.S. Citizen.

**Materials:**

1. Video: *Voices for Union* (twenty six min.) Tennessee Presidents Trust, Hoskins Library 216, University of Tennessee, Knoxville, TN 37996-4000.
2. copies of biographies (*The White House* website: [www.whitehouse.gov/history/presidents](http://www.whitehouse.gov/history/presidents) - you select the president's biography that you want from here)
3. paper and pencils
4. voting ballots with the names of the three presidential candidates
5. final assessment worksheet (matching the president with the correct information)
6. 3 poster boards (already made – one with each candidate's name and party affiliation for campaigning)

**Strategies/Procedures:** On the first day, inform the students about the activity. Explain that they will be voting for a president at the end of the activity and answering questions for a grade. Also, on the first day show the video, *Voices for Union*. This video gives information on each of the three presidents from Tennessee. This gives great biographical information on the three Tennessee presidents. When finished with the video, talk about some of the important accomplishments of each president.

On the second day, the teacher will choose three students from the class to become the three presidents from Tennessee (Andrew Jackson, James K. Polk, and Andrew Johnson). The teacher will also choose one to two other students to work with each potential president. The rest of the class will be the citizens. The citizens will vote for their choice of president at the end of the campaigning. While the three groups are working on their campaign information, the rest of the class (citizens) will be reading a biography on each president.

The three presidential candidates and their team will work together to campaign and write a speech for their candidate. These speeches need to be only two to three minutes. The speech needs to

contain actual documented facts that will come from the provided biography printout regarding the president or from the video. Each team will campaign for their candidate. Give the three teams about fifteen to twenty minutes to develop a speech. During this time the rest of the class will be reading a short biography on each president.

In the campaign speech, the candidate will need to dramatically tell/read the speech to the class. The speech needs to contain the following:

1. Name of candidate
2. Where he is from
3. What party affiliation he is
4. What are his accomplishments or other important information (good or bad)

When all three candidates are finished, the class will then vote for president. The class will be voting on the ballot sheet for one of the following: Andrew Jackson, James Polk or Andrew Johnson. The teacher will collect the ballots and have another student help tally the votes on the board. The winner will then be revealed. At the end I like to ask the students the following question, "Why did you vote for your candidate?" I ask the question for each presidential candidate.

As a final assessment I made a matching worksheet that has the students match the president with his information. All the information on the worksheet should be covered by the teacher, video, biographies, and or the speeches.

#### **Tennessee Social Studies Curriculum Correlations:**

8.4.spi.1  
8.4.spi.4  
8.4.spi.9

**Evaluation/Assessment:** The teacher will walk around and listen to the three groups discussing the accomplishments and information regarding the president they support as they develop a speech. The teacher may add any other information to the speeches. The teacher will listen to each campaign speech given to the class for accuracy.

The students will also be assessed on their knowledge by completing a worksheet. This worksheet will be matching the president with his accomplishments and/or personal information.

**Author's Evaluation:** The students seem to enjoy becoming president for a day. The more dramatic the presidential candidates are in reading their speech, the more receptive the voters became. I would allow the students to campaign to the rest of the class, if time allows. Campaigning makes the whole class feel involved.

Name \_\_\_\_\_

## MATCH THE PRESIDENT

Directions: Match the president with his information. On the blank write **JK – for Jackson;**  
**PK – for Polk; JN – for Johnson.**

1. \_\_\_\_\_ He was the eleventh president.
2. \_\_\_\_\_ Born in Raleigh, North Carolina.
3. \_\_\_\_\_ Southern Democrat that was nominated by the Republican National Union Party for vice president.
4. \_\_\_\_\_ Democrats said he was a candidate for expansion.
5. \_\_\_\_\_ Born in the backwoods of the Carolinas in 1767.
6. \_\_\_\_\_ “Old Hickory”
7. \_\_\_\_\_ “Young Hickory”
8. \_\_\_\_\_ Became president after the assassination of Lincoln.
9. \_\_\_\_\_ Known as the “Dark Horse.”
10. \_\_\_\_\_ Believed Texas should be “re-annexed” and Oregon “re-occupied.”
11. \_\_\_\_\_ Killed a man during a duel.
12. \_\_\_\_\_ He was the seventeenth president.
13. \_\_\_\_\_ House voted to impeach this president. He was tried by the Senate and was acquitted by one vote.
14. \_\_\_\_\_ He was the seventh president.
15. \_\_\_\_\_ He had a tailor shop in Greenville, Tennessee.

## United States Presidential Ballot

\*Please vote for only one\*

**Andrew Jackson** \_\_\_\_\_

**James K. Polk** \_\_\_\_\_

**Andrew Johnson** \_\_\_\_\_

## United States Presidential Ballot

\*Please vote for only one\*

**Andrew Jackson** \_\_\_\_\_

**James K. Polk** \_\_\_\_\_

**Andrew Johnson** \_\_\_\_\_

## **The Long Journey West**

Submitted by Ricki Laviano  
Indian Trail Middle School  
Johnson City, Tennessee

**Objectives/Purpose:** Students will interpret and analyze primary documents from the mid-1800s pertaining to the journey west. They will gain a multidimensional view of successes, failures, obstacles, and misconceptions that were a result of expansionism.

**Grade Level:** Seventh and eighth grade

**Group Size:** Twenty-five students is ideal. However, lesson can be adapted for more or less

**Lesson Time:** Sixty minutes

**Background Information:** In a study of Tennessee presidents and/or American history, students should be given an introduction to James K. Polk's presidency. In addition to knowing basic political facts, students should study expansionism and territorial gains during the 1840s such as Texas, Oregon territory, and discovery of gold in California.

### **Materials:**

- Attached *George C. Cone Diary* excerpts cited at <http://.memory.loc.gov/ammem/award99/upbhtml/overhome.html>)
- Background information page for the teacher
- "Analyzing your Document" worksheet

### **Strategies/Procedures:**

1. *Opening assignment:* Have each student brainstorm a list of answers to the question: "During the California Gold Rush, what kinds of experiences would pioneers encounter on their journey west?"
2. Briefly discuss students' responses to the opening assignment.
3. Explain to students that they are going to read the diaries of Gordon C. Cone and give students details of his age, profession, home state (\* SEE [background information page for the teacher](#)).
4. Break students into 4 groups.
5. Assign each group to a section of the diary and give them the corresponding worksheet (*NOTE:* I decided to divide the diary according to topic not chronology thereby utilizing entries which pertain to the lesson objective; the original document is over 200 pages long and can be found through the Library of Congress website at: <http://.memory.loc.gov/ammem/award99/upbhtml/overhome.html>)
6. Tell students to read through the entries once for understanding and then a second time in order to complete their assigned worksheet.
7. When all groups have finished their worksheets, call on a speaker from each group to summarize their findings.
8. Teacher can make notes on the board (example: concern for food, beautiful but treacherous mountains, negative impression of Indians, etc.).

9. *Summarizing activity*: Assign students to write a paragraph on the following: Based on Gordon C. Cone's diary, what conclusions can you make about the journey west? Justify your conclusions.

**Additional suggestions:**

\*Spend an extra day explaining and investigating the language of the diary; look up unknown vocabulary such as "dragoons" and phrases such as "sterile, barren waste: utterly destitute of vegetation."

\*Contextualize phrases such as "drinkers of human blood". What experiences have led Cone to describe Indians in this way?

\*Show students an image of the actual diary and text at:

**<http://.memory.loc.gov/ammem/award99/upbhtml/overhome.html>**

**Tennessee Social Studies Curriculum Correlations:**

7.2.10 Identify the characteristics that define a region geographically.

7.5.2 Identify reasons why people choose to settle in different places (i.e. occupation, family, climate, natural resources).

8.5.11 Identify conclusions about historical events using primary and secondary sources.

8.5.spi.5. Recognize consequences of the westward expansion of the United States.

8.5.spi.13. Examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).

**Evaluation/Assessment:** Students will be evaluated through teacher observation during group work, completed "*Analyzing your Document*" worksheets, and summarizing paragraphs.

**Author's Evaluation:** I found this lesson to be very successful. Upon reading student's worksheets and summarizing paragraphs, it was apparent that the objectives and goals were met. Since the miniseries *Into the West* aired very recently, this served as a very good reference point for some students. I also used an expansion map that students had completed during our earlier Polk studies. This visual assisted the students' perception and comprehension of the diaries. The only change I will probably make is to increase the size of the fourth group's diary excerpt. Overall, the students were very excited about the use of primary documents and enjoyed the lesson.



## GROUP 1

June 30, 1849

44

Saturday June 30th We are again on the north fork of the Platt , and shall continue for some time along in the vicinity of this stream-

The country is very broken, yet the prospect is beautiful; but its beauty loses much of its influence on the *{begin inserted text}*mind,*{end inserted text}* when we reflect that it can never be occupied, or improved- Distance eighteen miles-

July 2, 1849

Monday July 2nd Left camp at half past six, traveled fifteen miles, and encamped on "Hose shoe Creek ," where timber is plenty, and grass better than we have found for some time

Grass for our Cattle is getting scarce on much of the way- the great amount of teams that are ahead of us, have eat it up entirely--ly in many places-

[Added terms: Horseshoe Creek (Wyo.)]

July 13, 1849

50

Friday July 13th We left the Platt at six o'clock, and do not expect to see it again-

We part with the Platt as from an old friend- having received many comforts from its water, and enjoyed much of the varying prospects that a journey of some eight hundred miles along its valley , has afforded- We have passed many mineral springs, but the water being injurious to cattle did not *{begin inserted text}*let*{end inserted text}* them drink of it- Our "guides" caution us against using the water for some distance yet ahead; therefore we drove all day, and until twelve o'clock at night, finding the road rather rough, we halted and remained until daylight, when we started on, and at eight o'clock in the morning encamped at " willow springs " where we

found good water, and tolerable good grass;  
our cattle not having *{begin inserted text}*had*{end inserted text}* water during the last  
twenty six hours- Distance from the Platt thirty  
five miles-

The amount of dead cattle along the road  
is considerable, and the number is increacing  
fast - we have passed over forty head in the last  
two days- There is some anoyence experienced

[Added terms: Death; North Platte River; North Platte River Valley (Neb.); Willow Spring (Natrona  
County, Wyo.)]

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by some of the emigrating parties; at least it is so  
stated- A company of dragoons are on their way  
to " Fort Hall " where they expect to be stationed;  
from this company quite a number have deser-  
-ted and gone to the mountains near the ferries  
on the Platt river , from whence they decend upon  
small parties, and rob them of their provision;  
and when they have got enough , intend to star-  
-t for California - If this is the case it is agr-  
-avating in the extreem- worse than savage-

[Added terms: Fort Hall (Idaho : Fort); North Platte River]

August 14, 1849

Tuesday August 14th Left camp at seven o'cl-  
- ock A.M. and after travelling eighteen miles, enc-  
- amped on the flat near a spring, where grass  
is good, and feed sufficient for our purposesses-

Our course is still the same, and will continue  
so until we reach Bear river - The country presents  
much the same appearence as for days back - the  
Lake on our left, and gigantic mountains on  
our right constantly present themselves-

These mountains present a grand appear-  
-ence, varying in their outlines; some riseing only  
a few hundred feet high, and others several  
thousands- presenting here a smooth surface, while  
in an other place the most ragged and irregular

peaks and projections fantastically arranged  
present themselves, that I ever beheld-

From the ravines, and foot of these mountains,  
flow the most beautiful streams, and springs  
of pure cold water that I ever saw- their waters  
are very grateful to the thirsty traveller-

We passed today some hot springs- their waters

[Added terms: Food; Bear River (Utah-Idaho); Great Salt Lake (Utah)]

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were impregnated with Iron, and salt; leaving  
a saline incrustation around the edges of the  
basin that they formed as they flow to the level  
ground- There *{begin inserted text}is{end inserted text}* little or no game in this valley, and  
indeed with the exceptions of some few places it  
has been scarce during the whole of our journey  
thus far.

## GROUP 2

September 1, 1849

Saturday September 1st Comes to us cold (thermometer at sunrise 20°, but at one o'clock P.M. up to 75 ° ) We past a notice, that on the night of the twenty eighth of August, a company of four wagons had encamped on the river at this place, and had all their cattle stolen by the Indians - These Indians are quite an annoyance, and it is only by dint of perseverance

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in watchfulness, that the emigrants can pass through the country without suffering from their depredations- As yet we have not been troubled by them, probably because we keep guard over our cattle during the night- They are never seen in the daytime, and make their appearance in the night, when they find a herd of cattle that are without a guard- During the day, they lay concealed in the thick willow thickets that skirt the river, and can see the trains as they pass along, or go into camp- They seldom attempt to kill any one, unless he is found out alone; in such cases if they think it a good opportunity, they do not hesitate to kill- They are extremely mean in their appearance, and are great cowards- They belong to the "Digger" tribe- The mountains on each side of this valley are inhabited by them, and their mode of operation is to watch their opportunity, and drive off the cattle, or horses of the emigrants into these mountains, or by shooting them with arrows, so that they become lame, and have

[Added terms: Indian encounters; Indians of North America; Humboldt River (Nev.)]

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to be left, thus enabling them to accomplish their object, which is to kill and eat them-

The country along each side of the valley is a sterile, barren waste; utterly destitute of vegetation- but nature seems to have employed her best Architects, and put on her smoothest finish, in the formation, and outline of the mountains-

They have no regular chain or range, but rise in groups of a conical form, with spurs, and ravines on their sides, and around the base, with a smooth, and barren surface; making them contribute full their share of beauty to the prospect- We go into camp to night at the usual hour- Distance twenty miles-

[Added terms: Humboldt River Valley (Nev.)]

October 8, 1849

Monday October 8th The morning is cold, thermometer at 26° - Left camp at eight o'clock and striking due south, passed up the valley over a variety of road, much of it very rough - The mountains are well timbered with a number of varieties of pine, Cedar, and fir trees - There are many kinds

[Added terms: Food]

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of Rock found here, but their particular names I am not acquainted with, therefore shall not attempt to describe them- There is as yet no game, or fowl to be seen in the mountains - There is some small Trout found in the streams -

We came to "Reed Lake " about noon where we fed our cattle with some coarse grass that grows about the Lake, which we cut with our knives, as the ground about the Lake was miry, we durst not let our cattle lose - "Reed Lake" is a small body of water situated in a small valley among the mountains - is about one mile in length, and about sixty rods in width, and is near the foot of the dividing ridge of the mighty Sierra Nevada - After stopping one hour we started on, and in less than two hours, had a full view of the greatest obstacle that has

flung its acrost our path-way on the journey, to wit:  
the passage over the dividing ridge of the Sierra Nevada

We found emigrants here that had been on the gro-  
-und for three days, and had not yet got over-

### GROUP 3

Tuesday February 12th 1850

Government is doing nothing to protect the people in this far off Indian Country; or if they are, it amounts to the same as nothing, for when soldiers get here, instead of doing their duties as soldiers, they generally go to the mines to dig for gold, and their officers take up quarters in the Cities and Towns, there to spend their time in drinking, gambling, and carousing-

Thus the enterprising pioneer to this much boasted, yet misrepresented golden center of the World, finds himself protected from the cruel depredations of a race of beings that know nothing of the blessings of civilization, nor of the happiness that is consequent upon virtuous actions; but whose life is spent in devising ways, and means that will enable them the most effectually to steal what ever they find that belongs to another, and take the lives of those they consider their enemies; and these are the whites indiscriminately-

Thus situated, the miners have to resort to their own means of defence, and protect themselves as best they can-

The diggins in the lower parts of the mountains where Indians have been driven back; are pretty much exhausted, so that to succeed at all in finding gold, the miner has

[Added terms: Indians of North America]

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to force his way back higher in the mountains, where these drinkers of human blood have seemed themselves in nature's fortresses among the rocks, there to seize every opportunity to murder those that are forced to prospect new regions of country for gold - Many a miner has taken his shovel, pick, and pan, and gone out among the mountains in search of "better diggins," who has never returned; and whose fate was not known until his body was found pierced with arrows, or perhaps some lucky chance would enable his friends to find some article of clothing, or identify some limb that had been severed from the body, thus leaving the painful reflection on the mind that he had *{begin inserted text}*not only*{end inserted text}* been murdered,

but that his body had been eaten by these murderous  
canaballs-

x Gold digging in California is attended with great uncertainty - In the first place there is but few places that gold is found in anything like an abundance, and there places have all been dug out; so that in order to find new locations, great inconvenience in the manner of living has to be endured by the miners as they prospect the country, so that if they succeed in escaping death at the hands of the Indians, disease (the legitimate result of exposure) fastens upon them, which in many instances produces death, and where it

[Added terms: Indians of North America]

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does not, the system is much impaired, if not wholly destroyed- And the uncertainty of finding gold, even after these sacrifices have been made, is so great, that those that have had the most experience prefer remaining in comfortable quarters, and take up with "small gettings," than expose themselves to these liabilities -

It is a source of sincere regret to me, that so much pain is taken by speculators to represent this country as affording such vast, and unlimited facilities for getting gold; for it is false - It is true, gamblers and speculators find great facilities for getting gold here in California, for they have the control of the sustenance of the people, and compel them to pay such prices as their avarice may dictate, or meet death through the door of starvation - But the miners have no such facilities-Although out of the immense multitude of people that are here for the purpose of mining, a few have succeeded well, yet the vast majority of them but little more than pay their way, so that in very many cases, it will take longer to save money enough to get home, than was calculated would be sufficient for them to get from ten, to twenty thousand dollars when they first started on their expedition-



## GROUP 4

May 28th Finds me in the far famed City  
of San Francisco - I have been here one week, and am  
impatient to get away for it (to me) is the most mis-  
-erable place that I was ever in-most of the people  
are complaining, and as for myself I have not seen a  
well moment since I arived-

San Francisco is the most buisness place that  
I was ever in, and the center of attraction for people of every  
nation- The City contains more goods than enough to su-  
-pply the trade of California for the next two years, and  
{begin inserted text}more{end inserted text} arriveing every day - The proffits of the trade in this  
cou-  
-ntry are much less than formerly, and the competition  
among merchants are making it less every day-

There is now in this harbour more shipping than I  
ever saw at one time in New York , setting aside Steam  
Boats - Many of these ~~vess~~ vessels are destined to rot  
in this place - The Americans and French are doing  
most of the mercantile buisness here, altho there are dea-  
-lers of every nation - The population is estimated at  
thirty thousand, and every arrival swells the amount-

[Added terms: San Francisco (Calif.); San Francisco Bay (Calif.); New York (N.Y.)]

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It is reported by many that the place is healthy, but my  
experience has taught me different, as well as hundreds and thousa-  
-nds {begin inserted text}that{end inserted text} testefy to the same effect - Gambling, Drunkness and  
vice of every description is practiced here to an alarming  
extent- Thousands upon thousands are lost and win every  
day, and the practice of Gambling has become a passion  
with the people of San Francisco -

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Group #: \_\_\_\_\_

**Analyzing Your Document Worksheet**

*Type of document:* personal diary *Author:* Gordon C. Cone

1. What are the dates of your group's diary entries? \_\_\_\_\_
2. What is the general topic of these particular entries? \_\_\_\_\_  
\_\_\_\_\_
3. List observations made about the environment or landscape. (Use specifics).  
\_\_\_\_\_  
\_\_\_\_\_
4. What is Cone's point of view or mood in this entry? Use a specific quote to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How did Cone's actual experience compare with his expectations? (Was he disappointed or have any misconceptions? ) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. List any vocabulary or phrases you did not understand.

**On the back of this page, answer the following question for your group ONLY:**

- Group 1 - What were the daily concerns for travelers west?
- Group 2 - On the back of this paper, sketch the Sierra Nevada Mountains based on how Cone describes them in his diary.
- Group 3 - Why do you think Cone's impression of the Indians was so negative?
- Group 4 - Cone says that " it is reported that the place is healthy." How does his impression of San Francisco differ from that quote?

## **Background Information Page for the Teacher**

### **Cone, Gordon C. Diary, 1849-1850**

Cone, Gordon C., 1807-1882

#### **SUMMARY**

Handwritten diary of Cone's overland journey by ox team from Waukesha, Wisconsin to California in 1849. Cone is a descriptive writer and proud to record "only facts." Diary describes traveling conditions, encounters with Indians, cholera outbreaks, fellow travelers, and government assistance at the end of the trail. Cone also spent time in Salt Lake City and wrote about his unfavorable impressions. After arriving at California, Cone made several trips to Sacramento. Life in California was unsatisfying, despite some success in the mines, and the diary includes Cone's return trip to New York by boat via the Isthmus of Panama.

#### **NOTES**

Hardware merchant and county treasurer from Waukesha, Wisconsin, he was also a prospector who participated in the California Gold Rush of 1849.

Diarist: Male 41

Years of travel: 1849

Journal of travels from Waukesha, Wisconsin, to California, by the "south pass" in the summer of 1849. Harold B. Lee Library, Brigham Young University, Vault MSS 661. 1 item (215 pages)

# **Tennessee's Presidents: Who They Were, Where They Lived, What They Accomplished**

Submitted by Pauline Clemmer Prosser  
Knoxville, Tennessee

## **Objectives/Purpose:**

The students will:

- Identify the three presidents from Tennessee;
- Provide the basic biographical (birth/term dates as president/death) facts and information about each president,
- Prepare a Tennessee map marking the three towns considered the presidents' homes and name the related National Historical Sites;
- As individuals or in small groups, research one of the presidents to be able to answer the following on a worksheet:
  - o Provide a short description of the early life, family, education, trade or profession and cultural background of the president;
  - o Identify and describe the major contributions of the Tennessee president,
  - o Analyze why his achievements were important to the nation;
- Present a brief oral report about the president,
- Discuss the president's achievements and name one criticism about the president.

## **Background Information:**

Students need an understanding of Tennessee's role and identification with presidents who are "closer to home" who contributed to national events and developments of their times. Students have studied the major national developments in Eras 1-3 in the eighth grade accomplishments social studies curriculum standards. This lesson plan allows the major national events to be connected to our state and the leaders produced in Era 4 – "Expansion and Reform (1801-1861)."

**Grade Level:** Eighth grade

**Group Size:** Regular Class Size/three to four students in each group to complete worksheets

**Lesson Time:** Four to five fifty-minute class periods

## **Materials:**

1. Outline maps of Tennessee – printed copies and transparency versions
2. Reference maps of Tennessee
3. Worksheets on each Tennessee president – printed copies and on transparencies
4. Internet resources on presidents and first ladies
5. Overhead projector and markers

## **Resource books and materials:**

Bausum, Ann. *Our Country's Presidents*. Washington, D.C.: National Geographic Society, 2001.

Blashfield, Jean F. *Profiles of the Presidents: Abraham Lincoln*. Minneapolis, Minnesota: Compass Point Books, 2002.

- Burgan, Michael. *Profiles of the Presidents: Andrew Johnson*. Minneapolis, Minnesota: Compass Point Books, 2003.
- Malone, Mary. *Andrew Johnson: United State Presidents*. Berkeley Heights, N.J.: Enslow, 1999.
- Nardo, Don. *Andrew Johnson: Encyclopedia of Presidents*. Danbury: Scholastic, 2004.
- Rubel, David. *Encyclopedia of the Presidents and Their Times*. Danbury: Scholastic, 2005.
- Sinnott, Susan. *Sarah Childress Polk: Encyclopedia of First Ladies*. Danbury: Children's Press, 1998.
- "Tennessee." Map. Rand McNally Maps, Student Edition. Thomson Gale. Knox County Public Library, Knoxville, TN, 1996.
- Tibbetts, Alison Davis. *James K. Polk: United States Presidents*. Berkeley Heights, N.J.: 1999.

### **Strategies/Procedures:**

This lesson will be a four-to-five day look at the presidents claimed by Tennessee. Quiz sheets will be used as a grade for presidential facts and knowledge. The worksheet completion, the preparation of correlating maps, and oral report will be used as a project grade. Access to resource materials and Internet searches is needed within the classroom or as available from a technology lab or library.

### **Tennessee Social Studies Curriculum Correlations:**

#### **Eighth grade:**

- Process standards for social studies - all grades: "Acquiring Information," "Communication," and "Historical Awareness"
- History accomplishments: 8.5.17c, 8.5.17d, 8.5.17e
- Governance and Civics benchmark 8.4spi.9 – analyze the contributions of Tennessee political leaders on the national scene (e.g. Jackson, Johnson, Polk)
- Process Standards Governance and Civics 8.4.07f, 8.4.07g

### **Evaluation/Assessment:**

Student's mastery of objectives will be evaluated by a written quiz, individual completion of a timeline of the presidents' biographical dates and terms, individual or group completion of the teacher's worksheet and town identification on a Tennessee map, and individual or group report and discussion of the worksheet with correlating materials.

### **Author's Evaluation:**

Because the three presidents are so closely intertwined with colonial and pre-Civil War history in the United States, I wanted eighth graders to be able to identify the Tennessee presidents – when they lived, where they lived, facts about their cultural backgrounds, and what they accomplished as presidents. The timeline and maps enable the students to visualize the relationship of the presidents with other dates and events studied in eighth grade social studies. Each Tennessee president can be associated with major events and developments in our nation's history.

## Tennessee's Presidents: the Nation's Seventh President

Names \_\_\_\_\_ Date \_\_\_\_\_

### 1. Name, Biographical and Early Background Information

- a. What is the full name of the seventh president?
- b. In what year was he born?
- c. Where was he born?
- d. In what year did he die?
- e. Who were his parents?
- f. Where did he live as a child?
- g. Are there any special stories about his childhood or parents? Were these early years good times or difficult times for him?

### 2. Education and Work

- a. Did he go to school? If so, where and for how long?
- b. What kind of work was he trained to do?

### 3. Marriage and First Elected Office

- a. Who did he marry and in what year?
- b. What position was his first elected office? In what year was he elected?

4. Tennessee Home Site

- a. Where is his home located in Tennessee and what is it called today? (*Locate this town on the outline map of Tennessee.*)
- b. Briefly describe what you would see if you visited his homesite.

5. Presidency and Accomplishments

- a. In what year did he become president? What year did he finish being president? (*Place his birth date, dates of presidency, and death date on a timeline.*)
- b. What was his nickname?
- c. What did he achieve as president? List two achievements.
- d. Why were his achievements important to the nation? Give at least two reasons why each achievement was important to the nation.
- e. Name one criticism of this man while he served as president.

## Tennessee's Presidents: the Nation's Ninth President

Names \_\_\_\_\_ Date \_\_\_\_\_

### 1. Name, Biographical and Early Background Information

- a. What is the full name of the ninth president?
- b. In what year was he born?
- c. Where was he born?
- d. In what year did he die?
- e. Who were his parents?
- f. Where did he live as a child?
- g. Are there any special stories about his childhood or parents? Were these early years good times or difficult times for him?

### 2. Education and Work

- a. Did he go to school? If so, where did he go to school and for how long?
- b. What kind of work was he trained to do?

### 3. Marriage and First Elected Office

- a. Who did he marry and in what year?



b. What position was his first elected office? In what year was he elected?

4. Tennessee Home Site

a. Where is his home located in Tennessee and what is it called today? (*Locate this town on the outline map of Tennessee and write the name of the home site underneath the town's location.*)

b. Briefly describe what you would see if you visited his home site.

5. Presidency and Accomplishments

a. In what year did he become president? What year did he finish being president? (*Place his birth date, dates of presidency, and death date on a timeline.*)

b. What was his nickname?

c. What did he achieve as president? List two achievements.

d. Why were his achievements important to the nation? Give at least two reasons why each achievement was important to the nation.

e. Name one criticism of this man while he served as president.

## Tennessee's Presidents: the Nation's Seventeenth President

Names \_\_\_\_\_ Date \_\_\_\_\_

### 1. Name, Biographical and Early Background Information

- a. What is the full name of the seventeenth president?
- b. In what year was he born?
- c. Where was he born?
- d. In what year did he die?
- e. What were the names of his parents?
- f. Where did he live as a child?
- g. Are there any special stories about his childhood or parents? Were these early years good times or difficult times for him?

### 2. Education and Work

- a. Did he go to school? If so, where and for how long?
- b. What kind of work was he trained to do?

### 3. Marriage and First Elected Office

- a. Who did he marry and in what year?

- b. What position was his first elected office? In what year was he elected to this position?

4. Tennessee Home Site

- a. Where is his home located in Tennessee and what is it called today? (*Locate these towns on the outline map of Tennessee and write the name of the home site underneath each town's location.*)

- b. Describe what you would see if you visited his home site.

5. Presidency and Accomplishments

- a. In what year did he become president? What year did he finish being president? (*Place his birth date, dates of his presidency, and death date on a timeline.*)

- b. What was his nickname?

- c. What did he achieve as president? List two achievements.

- d. Why were his achievements important to the nation? Give at least two reasons why each accomplishment was important to the nation.

- e. Name one criticism of this man while he served as president.

**Impeach the Teacher:  
A Simulation Based on President Johnson's  
Impeachment Proceedings**

Submitted by Michael Laviano  
Science Hill High School  
Johnson City, Tennessee

**Objective/Purpose:** Students will analyze the reasons for President Andrew Johnson's impeachment and examine the impeachment process itself by participating in a mock impeachment trial of their classroom teacher who is "charged" with similar poor handling of the presidency.

**Grade Level:** Eleventh grade U.S. history or twelfth grade U.S. government

**Group Size:** A class of twenty-five to thirty-five students

**Lesson Time:** Sixty minutes

**Background Information:** Each student will have learned how Vice President Andrew Johnson became the president as well as his struggle with Radical Republicans in Congress from readings and note taking in the course. Students will have also previously read about Johnson's impeachment from their textbook homework assignments. *note: This lesson will be done at the end of the course the day after the state's End-of-Course exam is administered.*

**Materials:**

- Self adhesive name tags labeled "Lower Class":  
(enough for about  $\frac{3}{4}$  of class; fold tag to conceal label)
- Self adhesive name tags labeled "Upper Class":  
(enough for about  $\frac{1}{4}$  of class; fold tag to conceal label)
- Table card labeled "Upper Chamber"
- Table cards labeled "Lower Chamber"
- Table cards (2) labeled "Likes to watch Hollywood's history movies"
- Table cards (2) labeled "Does not like to watch Hollywood's history movies"
- Poster Board (2)
- Marker (2)
- Large bowl or deep hat for randomly drawn name tags
- Copies of *Harper's Weekly Impeachment & Congressional Globe's* articles (30 each)

**Citations:**

1. Alder, John. *Finding Precedent: The Impeachment of Andrew Johnson*. **harpweek.com**. HarpWeek, LLC 2001-2005.
2. Linder, Douglas O. *Famous Trials: Johnson Impeachment Trial (1868)*. University of Missouri Kansas. **law.umkc.edu** 1999

## Strategies / Procedures:

1. Opening Activity: Ask the class to rate how hard they felt the questions in the End-of–Course test seemed.
  - \*If the majority of the class claims that it was moderately hard to tough then read step # two.
  - \*If the majority of the class claims that the test was moderately easy to simple then **skip to step # three.**
2. In a regretful tone, explain to the class that you were afraid this was the case and that you should have prepared them better for the test. (Your goal is to invoke anger and frustration from the students since you are making them believe that you caused their poor performance)
3. In a regretful tone, explain to the class that you were afraid this was the case and that you should have shown more fun movies since they were going to perform well on the test. (Your goal is to invoke anger and frustration from the students since you are making them believe that they could have had more fun in your class).
4. **Inform the class that there is a way that the class can exercise their opinion on the teacher's poor handling of the course by possibly removing the teacher from power**  
(*Confirm impeachment process if student(s) guess*)
5. Put folded “Lower Class” and “Upper Class” name tags in large bowl or deep hat and have each student randomly select one and stick it on their shirt
6. Assign opposite ends of the classroom as “Lower Chamber” and “Upper Chamber”
7. Place the “Lower Chamber” & “Upper Chamber” table cards on the corresponding groups’ desks
8. Have students go to their corresponding chamber and arrange desks in a horseshoe fashion facing the other chamber
9. Instruct each chamber to select one speaker / representative
10. Advise entire class that if performed *correctly* they would be able to democratically remove you (the teacher) from power only if the “Lower Chamber” can correctly draw up sufficient charges against you (the teacher) for impeachment.
11. Ask each “class” of students to raise their hand if they like to watch the Hollywood’s history movies and have those that do sit together in a sub group within their “class”. Do the same for the students who do not like to watch Hollywood’s history movies.
12. Place one of the two “Likes to watch Hollywood’s history movies” table cards in front of each corresponding sub group. Do the same for the “Doesn’t like to watch the History Channel” table cards.
13. Have the entire “Lower Class” use their emotions (frustration, anger, boredom, etc.) at the thought of either not enough test prep lessons or not watch enough fun movies (*depending on how the class majority responded to step #1*) **to create as many impeachment charges against you (the teacher) as they can agree upon.**  
(ex. Teacher is mean, tough, gives too much HW, etc.)
14. Advise “Lower Class” that if they succeed in getting 2/3 of their chamber to vote for one or more impeachment charges, the “Upper Chamber” of students will vote on convicting you (the teacher). Also advise them that if the “Upper Chamber” votes “NOT GUILTY” on all of the impeachment charges, you (the teacher) will give them an extra homework assignment for trying to remove you from power.
15. Persuade “Likes to watch Hollywood’s history movies Lower Class” students to “Vote NO” on all impeachment charges: offer each of these students candy as a reward *if they stop the “Lower Class” from obtaining a 2/3 majority vote for one or more impeachment charges.*

16. Instruct “Lower Chamber” representative to **make two columns on their poster board using a marker: Label left column “Yes Vote” & label right column “No Vote:” under column header write the agreed upon impeachment charges**  
Instruct “Lower Chamber” representative to tally each impeachment vote by writing each “Lower Class “person’s” name under the “Yes Vote” or “No Vote” column
17. DURING STEPS 13 &14 have “Upper Chamber” students debate and individually write out a ballot for a replacement teacher *from their chamber* if you (the teacher) would be impeached. Emphasize the need for a “Likes to watch Hollywood’s history movies Upper Class” student to be effective in selecting a fun PG or PG-13 movie the next day of class.
18. Instruct “Upper Chamber” to debate on whether or not you (the teacher) are guilty of each impeachment charge (assuming the charges pass the “Lower Chamber”).
19. Persuade “*Likes to watch Hollywood’s history movies* Upper Class” students to *vote “NOT GUILTY” on each impeachment charge*. As a reward, offer each of these students candy *if they succeed in getting the majority of the “Upper Class” to find, the teacher, NOT GUILTY of all impeachment charges*.
20. Instruct “Upper Chamber” representative to **make two columns on their poster board using a marker. Label left column “GUILTY” & label right column “NOT GUILTY. Under column header write each passed impeachment charge(s)**  
Instruct “Upper Chamber” representative to tally each vote by writing each “Upper Class person’s” name under the “GUILTY” or “NOT GUILTY” column.
- **If found GUILTY on 1 or more of the impeachment charges (CONVICTED):** Instruct “Upper Class” representative to collect and count ballots on replacement student teacher for next school day.
  - **If found NOT GUILTY on all impeachment charges,** begin simulation debriefing

### **Debriefing Activity:**

1. Compare your opening activity with President Johnson’s “poor handling of the presidency.”
2. Compare roles of both student “Chambers” with that of Congress’s chambers.
3. Compare the “Does not like to watch Hollywood’s history movies” students with the Radical Republicans in Congress.
4. Compare the “Likes to watch Hollywood’s history movies” students with the Non-Radical Republicans as well as the Democrats in Congress.
5. Compare classroom impeachment and conviction process to the Congressional impeachment and conviction process.
6. Distribute both sets of copies of the primary documents to class and select students to read each aloud.
7. First discuss and examine with the class the *Harper’s Weekly* article on the “Impeachment of Andrew Johnson” (March 7, 1868).
8. Then examine the *Congressional Globe’s* report on the “Final Vote and Adjournment” minutes of Congress on May 26th, 1868

### **Tennessee Social Studies Curriculum Correlation:**

United States History:

- 4.1 Understand the effects of the Civil War and Reconstruction on the United States politics.
- 4.2 Understand the political issues and problems that affected the United States during the last half of the nineteenth century.

United States Government:

4.2 Understand the role of constitutions in preventing abuses of government power

**Assessment:**

Informal assessment will be attained via observations of and interaction with each student during the impeachment simulation. Formal assessment will be attained from the final exam given to each student that contains President Johnson's impeachment trial.

**Author's Evaluation:**

While this lesson is extremely intricate, I feel that it provides an effective hands-on approach to the fundamentals of not only our congressional workings, but also of the issues that mired President Johnson's administration. I felt the lesson's simulation was too complicated to be implemented in the beginning of the semester, as students are not yet able to dive into such complex role-playing scenarios. The simulation went much smoother at the end of the semester since my well-worn students had time to form opinions of me and my course, which would be put to the test in my potential "impeachment."

The "Upper Class" students in my first class found me guilty of three of the six charges brought against me by the "Lower Class" of students. The "Upper Class" students in my second class found me guilty of five of the six charges brought against me by the "Lower Class" of students. While I almost certainly knew that I was going to be impeached and found guilty, I was pleased to know that my students did it through a simplified version of the real impeachment process that Andrew Johnson endured.

Overall, I believe my students earned a better appreciation of both our congressional rules and our third Tennessee president's criticisms.

# The Impeachment of Andrew Johnson

»Impeachment, Trial, and  
Acquittal

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## Domestic Intelligence

Harper's Weekly, March 7, 1868, page 147

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## IMPEACHMENT OF PRESIDENT JOHNSON

On Friday, February 21, President Johnson transmitted to both Houses of Congress a message announcing that he had removed Secretary of War Stanton, and had appointed Adjutant-General Lorenzo Thomas in his place. Great excitement ensued in both Houses. The Senate at once went into executive session to consider the extraordinary action of the President, and after due deliberation passed a resolution declaring that under the Constitution and laws of the United States, by virtue of whose authority Mr. Johnson claimed to have acted, the President had no power to remove the Secretary of War and designate any other person to perform the duties of that officer *ad interim*.

In the House action was not less prompt. A resolution to the effect that Andrew Johnson be impeached for high crimes and misdemeanors was offered, and referred to the Committee on Reconstruction. This resolution was reported back by the Committee on February 22, and the debate was begun with great spirit on the same day. It ended on Monday, February 24, at five o'clock p.m., when a vote was taken, and the resolution (which reads thus: "Resolved, That Andrew Johnson, President of the United States, be impeached of high crimes and misdemeanors") was adopted by a vote of 126 yeas to 47 nays.

In the mean time Adjutant-General Thomas had repeatedly demanded possession of the War-office, and had as repeatedly been refused by Secretary Stanton, who also caused his arrest for exercising or attempting to exercise the duties of the Secretary of War.

### Articles Related to the Impeachment, Trial, and Acquittal:

To see a list of the related articles go back to the [intro](#) to this section.

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# Final Vote and Adjournment Minutes

## Tuesday, May 26th, 1868

### Congressional Globe

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TUESDAY, MAY 26, 1868

The Chief Justice of the United States took the chair at twelve o'clock m.

The usual proclamation was made by the Sergeant-at-Arms . . . .

The CHIEF JUSTICE. The question recurs on the motion of the Senator from Maine, that the Senate sitting as a court of impeachment do now adjourn until Tuesday, the 23d day of June, and upon that question the yeas and nays have been ordered.

The question being taken by yeas and nays, resulted---yeas 27, nays 27; as follows:

YEAS---Messrs. Anthony, Cameron, Cattell, Chandler, Conness, Corbett, Cragin, Drake, Harlan, Howard, Howe, Morrill of Maine, Nye, Pomeroy, Ramsey, Ross, Sherman, Sprague, Stewart, Sumner, Thayer, Tipton, Wade, Willey, Williams, Wilson, and Yates--- 27

NAYS---Messrs. Bayard, Buckalew, Cole, Conkling, Davis, Dixon, Doolittle, Edmunds, Ferry, Fessenden, Fowler, Frelinghuysen, Grimes, Henderson, Hendricks, Johnson, McCreery, Morgan, Morrill of Vermont, Morton, Norton, Patterson of New Hampshire, Patterson of Tennessee, Saulsbury, Trumbull, Van Winkle, and Vickers--- 27.

The CHIEF JUSTICE. Upon this question the yeas are 27 and the nays are 27; so the motion is not agreed to.

Mr. WILLIAMS. Mr. President, I move that the Senate proceed to vote upon the second article of impeachment.

The CHIEF JUSTICE. The Senator from Oregon moves that the Senate do now proceed to vote upon the second article . . . .

The CHIEF JUSTICE. There being now no order relating to the order in which the articles shall be taken, the Chief Justice thinks it is in order. Senators, you who agree to the motion proposed by the Senator from Oregon, that the Senate do now proceed to vote upon the second article of impeachment, will say ay; those of the contrary opinion no. [Putting the question.] They ayes appear to have it. The ayes have it, and the motion is agreed to.

The Chief Justice will again admonish strangers and citizens in the galleries of the necessity of observing perfect order and profound silence. The Clerk will now read the second article of impeachment.

The Chief Clerk read as follows:

[The Chief Clerk read ARTICLE II]

The name of each Senator was called in alphabetical order by the Chief Clerk; and as he rose in his place the Chief Justice propounded the following question:

Mr. Senator \_\_\_\_\_, how say you, is the respondent, Andrew Johnson, President of the United States, guilty or not guilty of a high misdemeanor as charged in this article of impeachment?

The call of the roll having been concluded, the Senators who voted "Guilty" are: Messrs. ANTHONY, CAMERON, CATTELL, CHANDLER, COLE, CONKLING, CONNESS, CORBETT, CRAGIN, DRAKE, EDMUNDS, FERRY, FRELINGHUYSEN, HARLAN, HOWARD, HOWE, MORGAN, MORRILL of Maine, MORRILL of Vermont, MORTON, NYE, PATTERSON of New Hampshire, POMEROY, RAMSEY, SHERMAN, SPRAGUE, STEWART, SUMNER, THAYER, TIPTON, WADE, WILLEY, WILLIAMS, WILSON, and YATES--- 35

The Senators who voted "Not Guilty" are Messrs. BAYARD, BUCKALEW, DAVIS, DIXON, DOOLITTLE, FESSENDEN, FOWLER, GRIMES, HENDERSON, HENDRICKS, JOHNSON, McCREERY, NORTON, PATTERSON of Tennessee, ROSS, SAULSBURY, TRUMBULL, VAN WINKLE, and VICKERS--- 19

The CHIEF JUSTICE. Thirty-five Senators have pronounced the respondent, Andrew Johnson, President of the United States, guilty; nineteen have pronounced him not guilty. Two Thirds not having pronounced him guilty, he stands acquitted upon this article.

Mr. WILLIAMS. Mr. President, I move that the Senate now proceed to vote upon the third article.

The motion was agreed to.

The CHIEF JUSTICE. The Secretary will read the third article.

The Chief Clerk read the third article of impeachment, as follows . . . .

[The Chief Clerk read ARTICLE III]

The roll was called as before, and as each Senator rose in his place the Chief Justice propounded this question:

Mr. Senator \_\_\_\_\_, how say you, is the respondent, Andrew Johnson, President of the United States, guilty or not guilty of a high misdemeanor as charged in this article? . . . .

The CHIEF JUSTICE. Thirty-five Senators have pronounced Andrew Johnson, President of the United States, guilty, as charged in this article; nineteen have pronounced him not guilty. Two thirds not having pronounced him guilty, the President of the United States stands acquitted upon this article.

Mr. WILLIAMS. Mr. President, I move that the Senate, sitting as a court of impeachment, do now adjourn *sine die*.

Mr. BUCKALEW. I ask for the yeas and nays on that motion.

The yeas and nays were ordered and taken.

The roll was called, and the result was as follows:

YEAS--- Messrs. Anthony, Cameron, Cattell, Chandler, Cole, Conkling, Corbett, Cragin, Drake, Edmunds, Ferry, Frelinghuysen, Harlan, Howard, Morgan, Morrill of Maine, Morrill of Vermont, Morton, Nye, Patterson of New Hampshire, Pomeroy, Ramsey, Sherman, Sprague, Stewart, Sumner, Thayer, Tipton, Van Winkle, Wade, Willey, Williams, Wilson, and Yates--- 34.

NAYS--- Messrs. Bayard, Buckalew, Davis, Dixon, Doolittle, Fowler, Henderson, Hendricks, Johnson, McCreery, Norton, Patterson of Tennessee, Ross, Saulsbury, Trumbull, and Vickers--- 16.

The CHIEF JUSTICE. Before announcing the Vote the Chief Justice will remind the Senators that the twenty-second rule provides that if "upon any of the articles presented" the impeachment shall not "be sustained by the votes of two thirds of the members present" a judgment of acquittal shall be entered."

Several Senators. We cannot hear.

The CHIEF JUSTICE. The Chief Justice begs leave to remind the Senate that the twenty-second rule provides that "if the impeachment shall not, upon any of the articles presented, be sustained by the votes of two thirds of the members present, a judgment of acquittal shall be entered."

Mr. DRAKE. I suggest, Mr. President, that that was done when the President of the Senate declared the acquittal upon each article.

The CHIEF JUSTICE. That is not the judgment of the Senate; but if there be no objection, the judgment will be entered by the Clerk.

Mr. HOWARD. Not at all.

Mr. SUMNER. Of course not.

Several Senators. There is no objection.

Mr. HOWARD. Let the vote on adjournment be announced . . . .

The CHIEF JUSTICE. Upon the question of adjournment without day the yeas are 34 and the nays are 16. So the Senate sitting as a court of impeachment for the trial of Andrew Johnson upon articles of impeachment presented by the House of Representatives stands adjourned without day.

**Overview of the Lives and Presidencies of  
Andrew Jackson, James K. Polk and Andrew Johnson  
From Tennessee**

Submitted by Marcia Whetsel  
Morristown-Hamblen West High School  
Morristown, Tennessee

**Objective/Purpose:**

Students will understand the contributions of Tennessee's three presidents – Andrew Jackson, James K. Polk and Andrew Johnson

**Grade Level:** Eleventh grade U.S. history

**Group Size:** Entire class – twenty to thirty-five students

**Lesson time:** Four or five ninety minute class periods (on four x four block schedule)  
(Note: lesson time could be adjusted for classes on other schedules.)

**Background Information:**

Since eleventh grade U.S. history covers the time period 1870 to present, the early 1800's are not covered in detail in the high school curriculum. However this lesson is intended as a review of the contributions of these Tennesseans to our nation's history. The State Performance Indicators are referenced to the 8<sup>th</sup> grade state curriculum.

**Materials:**

1. Video: *Voices for Union* (twenty six min.) Tennessee Presidents Trust, Hoskins Library 216, University of Tennessee, Knoxville, TN 37996-4000.
2. Teacher computer and presentation station equipped with MS PowerPoint software.
3. Marcia Whetsel's "Overview of the Lives and Presidencies of Andrew Jackson, James K. Polk and Andrew Johnson from Tennessee" PowerPoint presentation file on CD-ROM (contact Lisa Oakley at ETHS: 865-215-8828 or oakley@east-tennessee-history.org, for a copy.)
4. Blank expansionism maps of the U.S.
5. Poster paper and magic markers/ colored pencils for political cartoon.

**Strategies/Procedures:**

**Day 1:** The students will view the video, *Voices for Union*, and identify one challenge faced by each president and one contribution to the U.S. of each president from instructions on the PowerPoint presentation slide two. Students will then take notes, listen and discuss the presidency of Andrew Jackson as they view the PowerPoint presentation slides three through eighteen.

**Day 2:** Students will take notes, listen and discuss the presidency of James K. Polk as they view the PowerPoint presentation slides nineteen through thirty-two. They will then label and color a map of U.S. expansionism from the 13 original states up to the Gadsden Purchase in 1853 from instructions on slide thirty-three.

**Day 3:** Students will take notes, listen and discuss the presidency of Andrew Johnson as they view the PowerPoint presentation slides thirty-four through fifty-seven. Students in groups of two or

three will design a political cartoon depicting some aspect of the life, presidency or personality of ONE of the presidents – Jackson, Polk, or Johnson - after a discussion of three or four contemporary political cartoons from instructions on the PowerPoint presentation slides fifty-eight through sixty-five.

**Day 4:** Students will complete political cartoon in their groups.

**Tennessee Studies Curriculum Correlations:**

8.5.spi.4. recognize causes and consequences of conflict, (i.e., French and Indian, revolutionary War, War of 1812).

8.5.spi.5. recognize consequences of the westward expansion of the United States.

8.6.spi.1. identify the impact of individual and group decisions on historical events.

8.6.spi.2. recognize the impact groups have on change at the local, state, national, and world levels.

8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).

**Evaluation/Assessment:** Students will label and color a map of the expansion of the U.S. and create a political cartoon illustrating an aspect of the life, presidency, or personality of one of Tennessee's three presidents – Andrew Jackson, James K. Polk, or Andrew Johnson.

**Author's Evaluation:** I have found in the past that students' interest level is maintained extremely well with PowerPoint presentations that have pictures, maps, cartoons, and animated text and transitions because they have grown up with high-tech media. My hope is that the wonderful, juicy tidbits and deeper understanding of Jackson, Polk, and Johnson I gained from the Institute will enable me to spice up the discussions in my class!

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