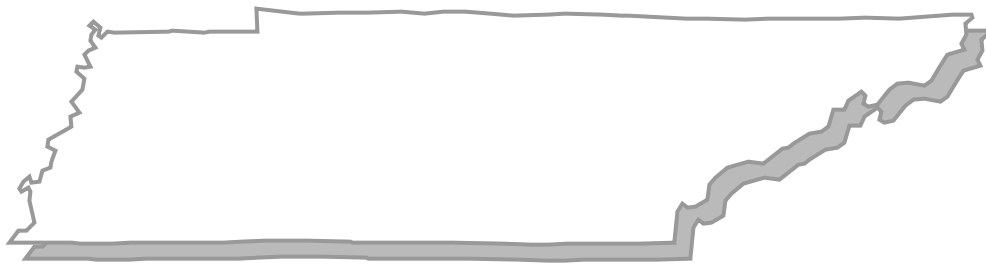


Creating America

A History of the United States

**Beginnings
through
World War I**

correlated to the



TENNESSEE BLUE BOOK
Online Edition © 2001–2002

 **McDougal Littell**
A HOUGHTON MIFFLIN COMPANY

***Creating America:
Beginnings through World War I* © 2002**

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Online Edition © 2001–2002**

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The Correlator's *Curriculum Vitae*, in addition to her proposed introduction to this document can be found in Appendix A (pp.A1–A2).

McDougal Littell assumes no responsibility for those websites to which this document offers links.

Resources: Student workstations, hyperlinks, TBB manuals. Students can work in the manuals while students are being rotated at the workstations.

Other resources:

<http://www.infoplease.com/atlas/state/tennessee.html>, click on Tennessee profile-check the hyperlink above for any information related to Tennessee; **Google Category Directory:** [Regional> North America> United States> TennesseeBlueBook.directory.google.com/Top/Regional/North America/United States/Tennessee](http://www.google.com/directory/Regional/North_America/United_States/TennesseeBlueBook.directory.google.com/Top/Regional/North_America/United_States/Tennessee)

Students: Can work at school/home online.

Teachers: Assign homework from hyperlinks to meet Social Studies Curriculum Standards for 8th grade.

References: State of Tennessee's Blue Book-website address: <http://www.state.tn.us/sos/bluebook/online/bbonline.htm> or use Tennessee Blue Book in class. More results from <http://www.state.tn.us>, Click on most visited sites to find sub-titles of Tennessee History, Tennessee Maps, Tennessee Genealogy, and history of the Tennessee State Flag, etc. [Google Directory-Regional> North America> United States>...Tennessee BlueBook.directory.google.com/Top/Regional/North America/United States/Tennessee](http://www.google.com/directory/Regional/North_America/United_States/TennesseeBlueBook.directory.google.com/Top/Regional/North_America/United_States/Tennessee)

UNIT ONE: THREE WORLDS MEET, BEGINNINGS TO 1763

<http://www.worldatlas.com/webimage/testmaps/namecont.gif> -

Teachers: Check your students to see if they know their continents before beginning Creating America study here above. Scroll down and use as pre-/post-assessment.

Check your students to see if they know all the countries on our continent of North America at this website:

<http://www.worldatlas.com/webimage/testmaps/na.gif>

Map tests

<http://www.worldatlas.com/webimage/testmaps/maps.htm>

World Factbook can be accessed here, CIA, foreign leaders, etc.

<http://www.odci.gov/cia/publications/factbook/index.html>

Geography Handbook: The Landscape of America, p. 2

- Themes of Geography, p. 4

Teachers: For additional reinforcement with the themes, let the students go to this website: <http://www2.una.edu/geography/statedepted/themes.html>

- Map Basics, p. 6

- Physical Geography of the United States, p. 10

Teachers: Wonderful website for this section below. Comprehensive in all aspects.

<http://www.worldatlas.com/webimage/countrys/namerica/uscia.htm>

3.02 SS Standards- State of Tennessee

Know the location of places and geographic features, both physical and human, in Tennessee and the United States. Student searches and finds information. (absolute and relative location, latitude and longitude).

Teachers: Lesson plan on latitude and longitude at these websites:

<http://www.worldatlas.com/aatlas/search.htm>

<http://www.nationalgeographic.com/xpeditions/lessons/01/g68/mapmaking.html>

Free blank map of the United States Map 1

Spelling states

<http://www.50states.com/tools/usamap.htm>,

free matching capital and states map, pt. 1-2

<http://www.50states.com/tools/matchcaprnd.htm>

<http://www.50states.com/tools/matchcap.htm>

Students: Practice placing capitals with the respective states, pts. 1 and 2

<http://www.50states.com/tools/matchst.htm>

<http://www.50states.com/tools/matchstrnd.htm>

Study Guides: United States Map showing capitals, blank state maps, study list-states and capitals for review and reinforcement.

Teachers: States and Capitals on website below with an array of options for your classroom.

Matching states and capitals test on line at:

<http://www.quia.com/mc/4.html>

<http://www.50states.com/tools> (tell your students when to take the test and be sure to monitor these sites)

Let your students review for States and Capitals Test with a Game

<http://www.quia.com/jg/4.html>

A pre- and post-assessment test can be used at this website

<http://www.worldatlas.com/webimage/testmaps/usstates.gif>

As you study the formation of the United States through *Creating America*, a contiguous animated map of the United States is available for your students at the following hyperlinks:

<http://www.ac.wvu.edu/~stephan/48states.html>

<http://www.ac.wvu.edu/~stephan/Animation/animation.html>

click on the Contiguous Map of the United States.

Students: Our nation grows larger as the nation expands in the course of your study of United States History.

3.02 SS Standards- State of TN:

Students: Draw an outline of Tennessee. Three links below are examples:

Free maps for teachers and students.

Copies of the following maps are on the following hyperlinks:

<http://geography.about.com/library/blank/tn.jpg>

<http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofamandRootmap=ustnandMode=b>

3.03 SS Standards

Know the location of places and geographic features, both physical and human, in Tennessee and in the United States.

Teachers: Interactive learning website below.

After title appears, Rutherford County, click browse tiger **Map** of area, mapping engine and Decennial Census data appears, use spacebar to the right, click on download GIF image, and click and redraw map, whatever county your students live in can be accessed right here, by using space bar moving to right, go to counties, locate county, hit what layers you want to see, and then click redraw map. (they can see their own county and stats) Exact location and relative location can be taught at this website.

Students: Have Fun exploring your county at the website below:

<http://www.census.gov/cgi-bin/datamap/cnty?47=149>

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/counties/tn.htm>

<http://geography.about.com/library/maps/blustn.htm>

Let students view where Tennessee lies in the southeastern part of the USA at:

<http://www.segenealogy.com/index.htm>

Let your students view the formation of Tennessee over the years from this animated hyperlink beginning with 1777- as Tennessee changed from Indian lands to the present day.

Students can create their own maps with the map-making utility and learn which counties are situated in each grand division of the state.

Three grand divisions, TBB on-line.

<http://monarch.tamu.edu/~maps2/tn.htm>

Skill: Drawing inferences and conclusions

<http://www.state.tn.us/environment/county/>

Click on the following website for your students to identify the origin of their Tennessee County and to analyze how historical persons and places played roles in the heritage of our great state. TBB, pgs. 474-479, TBB on-line, pgs. 486-491.

Physical Geography of Tennessee-

http://www.netstate.com/states/geography/tn_geography.htm

Students: Students will list geographical characteristics from the above website to translate information to a chart of Tennessee

8.3.tpi.18. Benchmark: SS Standards: TN

Standard TBB: Three grand divisions of Tennessee, p. 321,

Students: Label and color major divisions of Tennessee. From the hyperlink below, print the map. Label and color each major division.

<http://www.tngenweb.org/clickmap.html>

<http://web.utk.edu/~tga/atlas/Atlas.html>

Teacher: key below:

<http://web.utk.edu/~tga/>

SS Standards –TN. 8.3.tpi.18. Benchmark

Standard TBB: Major Landforms of Tennessee, p. 322

Students: Label, identify, color and create legend for map, entitled: Counties and landform regions.

Student handout-map:

<http://web.utk.edu/~tga/>

Outline Map of State:

<http://web.utk.edu/~tga/atlas/Atlas.html>,

Draw an outline of Tennessee and identify all states bordering the state (student handout no. 2) you can copy one from this website.

Make a copy of the outline map below at the following hyperlink and draw in the cities and the rivers in the blank map. Use the basic map and then print the detailed map to use for your information.

<http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofamandRootmap-ustnandMode=b>

<http://web.utk.edu/~tga/>

<http://web.utk.edu/~tga/atlas/Atlas.html>

Look under heading, Physical Geography and click on Landform regions, Rivers, and Topography. Students will label the rivers of Tennessee-Hydrography at this hyperlink.

<http://ptolemy.gis.virginia.edu/cgi-local/cgi-gic/dlgbin/dlg.cgi?state=tnandhydro tr=yesandoutline=yes>

<http://ptolemy.gis.virginia.edu/gicdoc/dlg/tmp/56180.gif>

Teachers: Use the U.S.G.S. Digital Line Graph Data Browser at this website to select features to be displayed: national forests, national parks, Indian Reservations, Land Management Lands, Dept. of Defense Lands, Dept. of Interior-Fish and Wildlife Lands, Interstate Highways, Railroads, State Capitol, Five Most Populated Places, Battlefields, National Historic Sites, County Boundaries. They can view these individually or all of them together. Directions below (Interactive learning):

<http://viva.lib.virginia.edu/gic/spatial/dlg/browse2.html>

When the U.S. Digital Line Graph Data Browser comes up, select state, scroll down to select features to display, check lakes and rivers, then scroll down to bottom and click, Generate map.

You will need to make a copy for each student. Transparency Master is available for you to use with entire class as you label rivers as a group.

Standard TBB: Physiographic map of Tennessee, p. 321-draw map and label. Go to the hyperlink below and create one.

<http://www.state.tn.us/environment/nh/physprov.jpg>

Students: Students will label map of Tennessee's Counties. TBB, p. 472

<http://web.utk.edu/~tga>

Students will complete a Tennessee Map Quiz using the following hyperlink:

<http://www.enchantedlearning.com/usa/statesbw/tennessee.shtml>

Extra Credit: Plan a trip from your house to a major tourist attraction in Tennessee, for example, a river, Graceland (Elvis's home in Memphis), Natchez Trace, University of Tennessee ballgame, etc. using Mapquest hyperlink below.

<http://www.mapquest.com/>

Another option for Extra credit:

Students will go the hyperlink below, Census 2000 and click on enter a street address to find Census data for your neighborhood.

<http://www.census.gov/main/www/cen2000.html>

- Human Geography of the United States, p. 16

In addition to ancillary materials which the program offers, Appendix B contains items useable as overheads or worksheets in conjunction with geography-related standards in the Tennessee Blue Book.

Chapter 1: The World in 1500, Beginnings–1500, p. 24

- ❑ Interact with History: What happens when different societies meet? p. 25

Section 1 Crossing to the Americas, p. 27

Section 2 Societies of North America, p.32

Standard TBB: Pre-historic Native Peoples, p. 322-324

Teachers: Students can read about the first Americans at:

<http://newdeal.feri.org/guides/tnguide/ch03.htm>

- Nomadic Paleo-Indians-Ice Age, p. 322
- Cultivating Archaic Indians-p. 322
- Farming Woodland Indians-p. 324
- Mound Builders, Mississippian period, p. 324

<http://www.factmonster.com/ce6/sci/A083427.html>

Tennessee Archaeology Site

<http://www.mtsu.edu/~kesmith/TNARCHNET/archpage.html>

<http://newdeal.feri.org/guides/tnguide/ch03.htm>

- ❑ Interactive Primary Source: The Iroquois Great Law of Peace, p.38

Section 3 Societies of West Africa, (insert p. 39)

Section 4 Societies of Europe, p. 44

Section 5 Early European Explorers, pg. 49

- ❑ History Workshop: Create and Decode a Pictograph, p. 56

Chapter 2: European Exploration of the Americas, 1492–1700, p. 58

- ❑ Interact with History: Would you join a voyage of exploration, p. 58

Section 1 Spain Claims an Empire, p. 61

Teachers: Make a copy of Tennessee’s chronological history of our state for your own for own reference by viewing this website:

<http://newdeal.feri.org/guides/tnguide/chron.htm>

Standard TBB: Hernando De Soto, 1541-1543, Spanish explorer, p. 324

De Soto enters territory which is now Tennessee-read about De Soto:

<http://newdeal.feri.org/guides/tnguide/ch04.htm>

Standard TBB: Juan Pardo,1566- Spanish explorer, p. 324

- Spanish explorers encountered Native Americans
 - Europeans brought killer diseases
 - Introduced firearms
- Results of encounters
 - Hastened decline of Chickasaws
 - Cherokee overtook them
 - Indians bartered deer and hides/pelts for guns, rum, and manufactured articles.

SS Standards -TN. 8.2.tpi. 18

Evaluate the relative worth and problems associated with various forms of currency (e.g. gold, silver, furs, tobacco, cotton, paper currency)

Teachers: America's first currency: **Wampum**, throughout northeast America, wampum is a Narragansett word for "white beads strung"
http://www.mohicanpress.com/trade_goods.html

Standard TBB: Britain and France built forts and trading posts to protect their peoples' interest in fur.

Teachers: Let your students view and learn about life in French fur trading:

<http://www.aitkin.com/fest/history.htm>

Students can view animals of the frontier at:

<http://www.murrayhudson.com/Audubon.htm>

SS Standards-TN. 8.2.tpi.18

Evaluate the relative worth and problems associated with various forms of currency (e.g. gold, silver, furs, tobacco, cotton, paper currency).

- Economics in History: Mercantilism, p. 62
- European Competition in North America, p. 67

Teachers: Let your students view a map of the British and French settlement in North America: <http://www.murrayhudson.com/13998m.htm>

Check out early antique maps of Tennessee at:

<http://www.philaprintshop.com/tennmaps.html>

- European rival nations competing for Indian fur trade in Tennessee;

3.04 SS Settlement of TN;

Struggle for frontier, p. 325, TBB

Standard TBB: 1673, James Needham-English trader, p. 325

<http://newdeal.feri.org/guides/tnguide/ch04.htm>

Standard TBB: 1673, Gabriel Arthur-English trader, p. 325

Needham and Arthur become the first English-speaking men to enter Tennessee.

Standard TBB: 1673, Father Jacques Marquette-French trader, p.325

Standard TBB: 1673, Louis Joliet-French trader, p. 325

- Marquette and Joliet stop at Chickasaw Bluffs on exploration of Mississippi River, p. 325
- La Salle builds Fort Prud'homme, the first building erected by Europeans in Tennessee, on Chickasaw Bluff near the mouth of the Hatchie River.

Standard TBB: 1689-1692, Martin Chartier-French trader, p. 325

- **1692-Martin Chartier**, one of LaSalle's men, lived with the Shawnees in the Cumberland Valley, traveled from French Lick to the Cumberland River and overland to Virginia.
- **1730-Sir Alexander Cummings** negotiates first treaty between English and Cherokees.
- **1710-Charville**, French trader, established a post at French Lick where Nashville now stands.
- **1711-Eleazer Wiggan**, English trader, establishes trade with Overhill Cherokees.

Standard TBB: 1729, Sir Alexander Cummings-Scotch baronet, p.325

Standard TBB: 1735, James Adair-Scotch, trader, p. 325

1754-1763-Contest for Indian fur trade between French and the British caught the Cherokee in the conflict.

Teachers: Let the students explore the papers of the St. Louis fur trade, pt. 1: click on the Introduction, 1752 at:

http://www.lexisnexis.com/cispubs/guides/western_hist/st_louis_fur/fur12.htm

Class Activity: Permit each student in the class to bring something to barter.

America's first currency-Give your students a glimpse into frontier life: 1750's Trade Goods at this hyperlink.

http://www.mohicanpress.com/trade_goods.html

Standard TBB: Britain and France built forts and trading posts to protect their claims of land and rich fur trade with Indians, p. 325, animals in the region were endangered by fur traders from South Carolina in 1748, check TBB pg. 325, to find out the full details.

Students: Research the furriers today who make coats out of mink, fox, rabbit, and lamb.

Teachers: Let your students check out the endangered list of animals in Tennessee at this website: <http://es.southeast.fws.gov/county%20lists.htm>
Click on your county.

Bring the students up to date on foreign investments to the present day to see how many nations invest in the United States and Tennessee, in particular.

<http://www.state.tn.us/ecd/pdf/foreigndirect1.pdf>

Section 3 The Impact of Colonization, p. 70

Chapter 3: The English Establish 13 Colonies, 1585–1732, p. 82

Teachers: Let your students check the population statistics of the colonies before the first census was taken at the hyperlink below (begins with 1610):

<http://www.infoplease.com/ipa/A0004979.html>

- Interact with History: What dangers would you face as a settler?, p. 83

Section 1 Early Colonies Have Mixed Success, p.85

- Interdisciplinary Challenge: Report from the New World, p. 90

Section 2 New England Colonies, p. 92

- Interactive Primary Sources: The Mayflower Compact/The Fundamental Orders of Connecticut, p. 98

Section 3 Founding the Middle and Southern Colonies, p. 100

Chapter 4: The Colonies Develop, 1700–1753, p. 106

Section 1 New England: Commerce and Religion, p. 109

Section 2 The Middle Colonies: Farms and Cities, p. 114

Section 3 The Southern Colonies: Plantations and Slavery, p. 119

- Geography in History: Differences Among the Colonies, p. 124

Section 4 The Backcountry, p. 126

Chapter 5: Beginnings of an American Identity, 1689–1763, p. 132

- Interact with History: What do you have in common with other British colonists? p. 133

Section 1 Early American Culture, p. 135

Section 2 Roots of Representative Government, p. 141

- Citizenship Today: The Importance of Juries, p.142

Section 3 The French and Indian War, p. 146

SS Standards 3.04

TN-Understand the geographic factors that determined the Locations of and patterns of settlements in the United States and Tennessee

Standard TBB: 1756-1757- Fort Loudoun, first Anglo-American garrisoned fort in Tennessee, established as trade and military post.
pp. 325327

- **1760-** Indian massacre garrison and settlement at Fort Loudoun.

Standard TBB: 1763, Effects of French and Indian War on Tennessee, p. 327

- Treaty of Paris, France cedes to Britain all claims of Sovereignty in the region east of the Mississippi River.
p. 327
- Results of French and Indian war on US and Tennessee,
p. 327
 - War resulted in defeat of France and loss of French influence in North America.
 - Pioneers wanted to move beyond the Proclamation Line of 1763 into Tennessee.
 - Ignoring British prohibition, pioneers migrated into lands owned by Cherokees.
 - Possession of land, not trading privileges, was the goal of settlers.

SS Standards 3.04

Understand the geographic factors that determined the locations of and patterns of settlements in the United States and Tennessee.

Standard TBB: 1770- Four settlements established in Northeastern Tennessee- (cf: map, p. 327-settled on Cherokee Lands)

Students: Students will draw the Map of the Watauga Settlements. p. 327

Students will research one of the Cherokee Towns. p. 326,
(Cf: map of Cherokee country, March 1762)

- Cherokee settlements
 - Watauga- p. 327-8
 - Toskegee
 - Tommotley
 - Chote
 - Tanasi-gave its name to our state and Tennessee River
- **1770's**-Four settlements established in northeastern Tennessee (sites chosen on rivers). p. 328
 - Watauga
 - Watauga Compact (self-governement), p. 328
 - North Holston
 - Nolichucky
 - Carter's Valley
- Results of North Carolina boundary line survey revealed squatters (white settlers) to be on Indian land illegally. p. 327
- Leased farms from the Cherokee

Standard TBB: Richard Henderson purchased land in Middle Tennessee for re-sale to settlers (largest real estate sale to that time in history-20 million acres in exchange for 10,000 English pounds). p. 328

- Led to war with Chickamauga Indians under their leader, Dragging Canoe, which lasted 20 years. p. 328
- Map-Cherokee Indian cessions, a map of the Chickasaw <http://www.tngenweb.org/tnland>
- Standard TBB: July 1776, Cherokee attacks on East Tennessee Settlements, p. 328
- John Sevier led attacks on the heartland of the Cherokee and put their towns to the torch. p. 328

Teachers: This territorial map will show students the territory of Tennessee in 1775:

<http://xroads.virginia.edu/~MAP/TERRITORY/1775map.html>

Students: Students will create a Tennessee Blue Book and include all the data listed on the charts and the chart will be used as the index of the book. Students will number their pages in the index. Students will fill in the chart with all of the information. Use pages 484–497 in the Tennessee Blue Book or website entitled Blue Book, Tennessee.

<http://www.state.tn.us/sos/bluebook/online/bbonline.htm>

http://www.netstate.com/states/geography/tn_geography.htm

Teachers: Student Project (suggested time 6 wks–9 wks):
Students can gather facts on Tennessee from this website:

<http://www.50states.com/tennesse.htm>

Students: Draw a state flag of Tennessee and analyze the meaning of the colors at this website:

<http://www.50states.com/flag/tnflag.htm>

TN. Benchmark 8.2.tpi.1-

Teachers: Share that trade makes us strong-exports

Students: Cut out pictures, create icons, your own innovative way and collect the agricultural products grown in regions of Tennessee and place them on a map outline of Tennessee. Create a list of “imports” and exports” that you see on the transparency and then go online.

<http://www.nass.usda.gov/tn/ssoinfo.htm>

Students will analyze and interpret numeric information and graphic data represented in a circle graph by drawing a chart of the distribution of agricultural products on the graph.

Teachers: Transparency Masters are made available from the following hyperlinks for your class discussions or instruct your students to make their own copies at these two hyperlinks below: Tennessee Trade Statistics and Economic Indicators

Tennessee Cash Receipts, 2000

<http://www.state.tn.us/ecd/tnexp.htm>

Tennessee Cash receipts Sales 1990-2000

<http://www.state.tn.us/agriculture/agricult/>

Students: See who Tennessee has as trading partners

Teachers: Let them check out the following website: Partners who receive our exports (transparency masters are available).

<http://www.state.tn.us/ecd/majorexpt.htm>

Research for Enrichment, Extra Credit: Permit your students to research International Trade Statistics by following these steps:
Type in Export Statistics Express to secure information on Tennessee's exports to selected markets in the global distribution of U.S. Markets, go to the following hyperlink:

http://ese.export.gov/ITA2002/Intro_NEW.htm

Place Tennessee in the box at the upper right, and click Go in the 2nd or 3rd box. State exports are indicated as you put the topics in food, instruments, rubber and plastics, electronic equipment, chemicals, industrial, commercial machinery and transportation equipment. For TN's imports, go to the following site and let students research their findings for major imports to China:

http://www.state.tn.us/ecd/china_export.htm

Major exports to China:

http://www.state.tn.us/ecd/china_exchart.htm

Let students research the 10 reasons why foreign investments should invest in our state at the following hyperlink:

http://www.state.tn.us/ecd/china_exchart.htm

Students: Evaluate Tennessee trade statistics and economic indicators for our state:

<http://www.state.tn.us/ecd/tnexp.htm>

Teachers: Obtain a map of Tennessee and let the students enter the latitude and longitude of their county or city on their paper. Each student at their workstation should enter this website:

<http://geography.about.com/cs/latitudelongitude>

click on the far right latitude and longitude.

For quick latitude, longitude, and elevation of U.S. locations, use the search engine by typing **Geographic Nameserver** in the search field and clicking go. Search can also be made by typing **GEOnet Nameserver** in the search field.

UNIT 2: CREATING A NEW NATION, 1763–1791, p. 155

SS Standards 3.04

Understand the geographic factors that determined the locations of and patterns of settlements in the United States and Tennessee.

Students: Introduction

France at the end of the French and Indian War ceded all her western land east of the Mississippi River to the British, whose Proclamation Line of 1763 prohibited all westward settlement beyond the Appalachians. The Cherokees owned this land and occupied the path of westward migration over the mountains. Despite these obstacles to settlement, a tide of restless Virginians and North Carolinians, led by long hunters, trappers and land speculators, started moving across the mountains into the rich valleys of the East Tennessee wilderness.

- **1760-Hunters and trappers**, James Robertson, Kasper Mansker, Thomas Sharpe Spencer, Anthony and Abraham Bledsoe, John Rains-hunted and trapped in Middle Tennessee and told neighbors of its rich lands, TBB. P. 329
- **1766-Colonel James Smith** led exploring party, which discovered Stone’s River, named for Uriah Stone, one of the parties.
- **1768-English and Cherokees sign Treaty of Hard Labour.**
- **1769-William Bean-** The first permanent settler in Tennessee built cabin on Boone’s Creek, near its junction with Watauga River.
- **1770-James Robertson** came to Tennessee and settled on Watauga River. He was known as ‘The Father of Tennessee.’ (Scotch Irish)
- **1771-Four separate areas of East Tennessee had been settled.** TBB. P. 327-
 - South Fork of Holston
 - Carter’s Valley
 - Watauga Valley
 - Leased land from Cherokee
 - Established law and order on frontier.
 - Wrote first constitution in America claiming freedom.
 - James Robertson became Watauga leader.
 - Nolichucky River Valley
 - This first band of settlers established a number of forts and spread across the Central Basin in search of good farmland.
 - They withstood 14 years of Indian attack by Creek and Chickamauga warriors from Tennessee river towns.
 - The Cumberland settlement survived and planted seeds of future communities.
 - More settlers came and the Indian threat subsided.
 - The farmer came next to further settlement.

Check out the Treaties that were significant to the Chickasaw Indians. Our national government was pushed by the settlers to do anything to take the land away from them.

<http://www.flash.net/~kma/treaty.htm>

Check this map out of present day Tennessee and see if you can locate the settlements of Watauga, Holston, Carter's Valley, and Nolichucky.

<http://www.factmonster.com/ipka/A0856036.html>

SS Standards: 8.6.tpi.5

Students write a report of how groups and institutions worked together to meet a common need.

Students: Write a report of how the Watauga settlement worked together to meet a common need to ignore The Royal Proclamation of the King forbidding settlement beyond the West of the Appalachians. Instead, these Wataugans negotiated a treaty with the Indians to lease land despite the treasonous nature of these negotiations and accords.

<http://homepages.rootsweb.com/~bridgett/tennhist.htm>

SS Standards 4.01

Appreciate the development of people's need to organize themselves into a system of Governance.

Students: What events happened in May of 1772 that began the political history of Tennessee? What laws were their guides? What was the first constitution west of the Appalachians? Who established it? Why did they establish a government and ignore the King's order not to cross the Appalachian Mountains? Analyze the meaning of the words the Earl of Dunmore said about the people of our future state.

Answers to these questions will be found at the hyperlink below.

[TBB, p. 332, TBB online under A Little History of Tennessee] Copy your questions before you research to get your answers.

Answers:

<http://homepages.rootsweb.com/~bridgett/tennhist.htm>

SS Standards 5.04

Recognize Tennessee's Role within the early development of the Americas.

- **1772-** Watauga Association adopted its Articles, the first independent government established in America by native white Americans. TBB, p. 328.
 - It was one of the most thoroughly democratic instruments ever penned in the New World.
 - This constitution was based on the Iroquois Federation's laws.
- **1775-**Richard Henderson bought Cherokee land between Kentucky and Cumberland Rivers called Transylvania Land Purchase. He hired James Robertson and others to go and survey the prospects for settlement, TBB, p. 329
http://www.factmonster.com/tv/printables/kt_maps/kt_maptn_geog.pdf

SS Standards 8.3.spi.6

Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States. (i.e. Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).

Students: Check out this map of rivers that migrations of settlers used in coming to Tennessee. They built settlements nearby.

<http://web.utk.edu/~kizzer/jefferson/jeffroad.htm>

<http://web.utk.edu/~kizzer/jefferson/tnroads.gif>

- The Cumberland River brought the Long Hunters into the rich unexplored region of Middle Tennessee. It offered an easy route for taking produce to the New Orleans market, and prime land could be bought at a low price.
- It was the Holston, the Tennessee, and the Cumberland Rivers, which carried the homesteading families to the site of Nashville.
- The Wilderness Road- It was the first and most traveled road in Tennessee. It led settlers to the trans-Allegheny West.
- Today, each of the four largest cities in Tennessee is located on the banks of a major river.
- From a commercial standpoint, the rivers are still the least expensive way to transport freight.
- The availability of abundant water has been responsible for the location of dozens of factories across Tennessee.
- The Tennessee River has three watersheds and connects with Ohio River above Paducah, Kentucky.

SS Standards – 3.03

Understand the location of places and geographic features, both physical and human, in Tennessee and in the United States.

Students: Our first settlers to Tennessee used maps to come here. Why do we use maps? Check out this hyperlink:

<http://mac.usgs.gov/mac/isb/pubs/factsheets/fs03501.pdf>

Look at this map closely to find all the trails-Did you see Chickasaw Trail? Trader's Path? Wilderness Trail? Town Path? The Town Path is up 2 on the right, near Charlestown. Did you find it? Scroll all the way down until you see a map, then scroll all the way right until you find Tennessee and the Charlestown harbor.

Remember to scroll down and go over until you see these trails listed here again for you: Trader's Path, Wilderness Trail, Chickasaw Trail and the Virginia Road: Today we have maps and a compass to navigate from place to place.

http://www.lib.utexas.edu/maps/united_states/exploration_1675.jpg

Now, that you have explored, listen to your teacher as you hear a fascinating story of our first trails and then learn about some that you use yourself.

Teachers: The first pioneers of Tennessee chose the first trails as paths because they had connections to the blue veins of rivers, lakes, and creeks where they could get water for their families and animals and transport goods up and down the waterways.

- The first trails were the tributaries. But people had to live safely on land; so, it is not so surprising to learn of DeSoto's finding all types of trails in Tennessee when he arrived in the mid-1500's.
- DeSoto was the first European to find the buffalo trails, Indian trails, and trader routes. These trails provided the first pathways for the explorers and the early settlers. Later, they became wagon roads and today we have interstate highways.
- Towns and cities are now creating **Greenways** that provide connections to link us with nature preserves, parks, historic trails, rivers, and beauty spots. Some of these corridors include trails; others do not. Greenways can be scenic corridors or wildlife corridors. Often, however, greenways do offer public access with trails.

Students: The new pioneer trails, the Greenways, are created for the new trailblazers. Are you one of these? Have you been on a Greenway trail being one of the new trailblazers?

The new trailblazers are walkers, hikers, roller bladers, bikers, parents with children in strollers, dirt bikers, and birdwatchers. Some of the trails are accessible for the handicapped. Other trails are side roads in the wilderness for dune buggy drivers. Why are most of them near rivers?

Design a Greenway that would meet all of these needs and make it safe where no one can get hurt and seriously injured.

<http://www.factmonster.com/ipka/A0856036.html>

SS Standards 5.04

Recognize Tennessee's role within the early development of the Americas.

- **1776**-The territory of Tennessee was annexed to North Carolina as the Washington District. It became Washington County in 1777.

Teachers: Permit your students to view the Formation of the Washington District at the hyperlink below to give them an idea what Tennessee looked like. It is animated and will revolve quickly. Click on the stop button at the top of the page. Scroll down and Watch.

http://segenealogy.com/tennessee/tn_map_1777-1792.htm

Share who the original Tennesseans were. Some were squatters, some transients, traders, and long hunters on Cherokee land.

Students: Read why the intruders in Indian lands were called squatters.

<http://www.tngenweb.org/tnland/intruders/>

Chapter 6: The Road to Revolution, 1763–1776, p. 156

- ❑ Interact with History: Would you join the protest? p. 157
Tennessee's' role in the Revolution

Section 1 Tighter British Control, p. 159

Section 2 Colonial Resistance Grows, p. 163

http://www.segenealogy.com/tennessee/tn_map.htm

Click on the topic, **Tennessee Formation Maps 1777-1792.**

Teachers:

http://www.segenealogy.com/tennessee/tn_map.htm

Students: Tennessee joined the resistance. They became the Regulators, a revolt of farmers against oppressive taxation, between the resistance to the Stamp Act and the movement in 1775 for independence. The majority of the Regulators came down the Holston River from Virginia. Others were immigrants coming from North Carolina who chose to cross the mountains due to political unrest. They were upset with the King and wanted the right to settle this land.

- ❑ Interdisciplinary Challenge: Fight for Representative Government!, p. 168

Section 3 The Road to Lexington and Concord, p. 170

- ❑ Literature Connections: Johnny Tremain, pp. 174–175

Section 4 Declaring Independence, p. 176

- ❑ Interactive Primary Source: The Declaration of Independence, pp. 182–185
- ❑ History Workshop: Raise the Liberty Pole, p. 188

Chapter 7: The American Revolution, 1776–1783, p. 189a

- ❑ Interact with History: What would you sacrifice to win freedom? p. 191

Section 1 The Early Years of the War, p. 193

- ❑ Citizenship Today: Exercising Free Speech, p. 198

Section 2 The War Expands, p. 200

SS Standards 8.5.tpi.32

Check out Tennessee's role in the American Revolution at this website. TBB, p. 329,

http://www.lib.utexas.edu/maps/historical/southern_1778-1781.jpg

Focus: Battle of King's Mountain- why was this battle important?

Answer: The victory halted the British advance into North Carolina, forced Lord Cornwallis to retreat from Charlotte into South Carolina.

Students: Read about this battle and colonial victory.

<http://www.army.mil/cmh-pg/books/RevWar/KM-Cpns/AWC-KM-FM.htm>

What caused this battle to be over in 65 minutes? Clue under 1 here:

<http://www.army.mil/cmh-pg/books/RevWar/KM-Cpns/AWC-KM1.htm>

- **June 1778**-Revolutionary War's main theater shifted to the South (9 out of the last 10 important engagements occurred in the Carolinas, Georgia, and Virginia). Tennesseans from Watauga settlements participated in a number of these battles. They aided patriot forces in the Carolinas. (Thicketty Fort, Musgrove's Mill, Kings Mountain, Guilford Courthouse).
- **1779**-300 pioneers came overland with James Robertson to French Lick, which became the future site of Nashville, p. 329.
- **1780**-John Donelson led the women and children across Tennessee and Cumberland Rivers.
- **Sept. 25, 1780**-880 men met to carry through with a battle plan by Colonel Isaac Shelby and Colonel John Sevier (French Huguenot); they gathered at Sycamore Shoals-backwoodsmen and farmers.
- **Oct. 7, 1780, Battle of Kings Mountain**-Fierce fighting, lasting only 65 minutes, resulted in a colonial victory. This victory saved the Patriot cause in the region, and allowed the colonists to take possession of the Mississippi Valley. (Turning point of the Revolutionary War in the South).
- **Key victory**-Set in motion chain of events that led to Cornwallis's surrender; opened frontier westward to the Cumberland River.

Teachers: Let the students' check out the map to see the path or trails immigrants used coming to Tennessee, TBB- p. 331 .

SS Standards 3.05

Understand the impact of immigration and migration on a society.

Students: Where are the new immigrants coming to America from in this present day and why? Americans welcome the best, but they also welcome the least. Check it out at this hyperlink below (1997 figures):

<http://www.factmonster.com/ipka/A0774867.html>

Where are these immigrants choosing to live? Check it out at this hyperlink. Why would they choose these states?

<http://www.factmonster.com/ipka/A0774870.html>

<http://www.factmonster.com/ipka/A0108274.html>

Extra Credit: Where do immigrants live in the United States? We know what states they are choosing, but why are they choosing the areas in which they live? Check it out:

<http://www.factmonster.com/ipka/A0774878.html>

Students: What are the largest cities in Tennessee? What are their populations? Check it out:

List the 10 largest cities and their populations. Copy this site down and make a copy of a map to be used at the following site:

Statistics are found here:

<http://www.factmonster.com/ipka/A0108274.html>

Map is found here:

http://www.lib.virginia.edu/gic/ftp/gic/states/tennessee/dlg/tn_outline.gif

Do you remember why our ancestors who were immigrants came to Tennessee?

Student Project: The Statue of Liberty is a national symbol of America. On the base of the Statue are these engraved words: "...Give me your tired, your poor,/ Your huddled masses yearning to breathe free,/ The wretched refuse of your teeming shore;/ Send these, the homeless, tempest-tost to me..." These, in fact, are the people who built America. Analyze in one or two paragraphs the meaning of this passage.

How are the immigrants of today like those in Tennessee's past; the fur traders, land speculators, the trappers, the mountain men and the farmers?

Can you name some occupations of the new immigrants? Blue-collar workers, migrant workers, white-collar factory workers, assembly line automobile laborers, doctors and nurses.

Add to this list.

SS Standards 3.03

know the location of places and geographic features, both physical and human, in Tennessee and the United States.

<http://www.odci.gov/cia/ciakids/geography/quiz1/northam.html>

<http://www.odci.gov/cia/ciakids/geography/index.html>

Section 3 The Path to Victory, p. 206

- ❑ Technology of the Time: Artillery of the Revolution, p. 208

SS Standards 8.5.tpi.3

Appraise the relative importance of Tennessee to the Development of the United States.

Tennessee militia's successful role at King's Mt. led to Britain's first loss in the South, TBB p. 329

Students: Look at pg.212, chapter 7 of *Creating America* to find out King George's attitude toward the British defeat at Yorktown. Why was he upset?

Section 4 The Legacy of the War, p. 211

Students: View the Siege of Yorktown, which depicts the military strategies and movements below:

http://www.lib.utexas.edu/maps/historical/yorktown_1781.jpg

- ❑ Economics in History: Free Enterprise, and p. 214

Students: Research how land was acquired in Tennessee at the website below. Write a one-page essay on how Tennessee became a metes and bound state.

<http://www.ultranet.com/~deeds/landacq.htm>

Chapter 8: Confederation to Constitution, 1776–1791, p. 218

- ❑ Interact with History: How do you form a government? p.219

Students: Tennessee formed the first government west of the Appalachian Mountains in the Watauga and Cumberland settlements because they wanted:

- to protect themselves from Indians and the British
- the right to navigate the Mississippi River
- to become land squatters, TBB. Pg. 332; online Blue book

Section 1 The Confederation Era, p. 221

- ❑ Geography in History: The Northwest Territory, p. 226

Section 2 Creating the Constitution, p. 228

Section 3 Ratifying the Constitution, p. 234

- ❑ Interactive Primary Sources: The Federalist "Number 51"/Objections to the Constitution, p. 238-239

Constitution Handbook, The Living Constitution, p. 242

- Seven Principles of the Constitution, p. 244
- Interactive Primary Source: The Constitution of the United States, p. 248

SS Standards 4.06

Understand the role that Tennessee’s government plays in the lives of Americans.

State Constitution of Tennessee, TBB, pgs 500-521

<http://www.state.tn.us/sos/bluebook/online/section6/tnconst.pdf>

Electors for President of the United States, TBB, p. 528

The Governor of Tennessee

<http://www.state.tn.us/governor/>

Elections Candidate Information

<http://www.state.tn.us/sos/election/cand.htm>

Tennessee Senate District Map

<http://www.legislature.state.tn.us/ReDist/Senate/sstate.htm>

Tennessee Sec. Of State-County Administrators of Elections

<http://www.state.tn.us/sos/election/county.htm>

Tennessee House of Representatives District Map

<http://www.legislature.state.tn.us/info/congress.htm>

Link to the White House Page

<http://www.whitehouse.gov/>

State of Tennessee

Voting Precinct Map

<http://www.comptroller.state.tn.us/lg/lgdisclaim.htm>

Legislative Branch

<http://www.tennesseeanyttime.org/main/government/legislative.html>

Judicial Branch

<http://www.tennesseeanyttime.org/main/government/judicial.html>

State Agencies and Elected Officials

<http://www.tennesseeanyttime.org/main/government/judicial.html>

Legal Code Agencies

<http://www.michie.com/resources1.html>

Tennessee General Assembly

<http://www.legislature.state.tn.us/>

Public and Private Acts of the General Assembly

<http://www.state.tn.us/sos/acts/acts.htm>

Tennessee Rules and Regulations

<http://www.state.tn.us/sos/rules/rules2.htm>

Office of the Attorney General

<http://www.attorneygeneral.state.tn.us/opyear.html>

- Citizenship Handbook, p. 280
- The Role of the Citizen, p. 280

SS Standards 8.4.tpi.25

Differentiate the contributions and political views of Tennessee’s national leaders.

- Building Citizenship Skills, p. 284
- Practicing Citizenship Skills, p. 287

SS Standards TN. 8.5.tpi.15

Recognize Tennessee’s political, social, economic, and geographic role in the development of the Americas.

Students: Here are some introductory facts:

From Territory to Statehood:

- Tennessee’s growth rate exceeded the nation as Indian treaties opened up the frontier. TBB, p. 333
- Land grant acts passed in North Carolina created a booming market in Tennessee land before actual settlers arrived.
- Treasure seekers, traders, hunters, and land speculators founded the Tennessee country, but it took farmers to settle this state. [TBB, p. 332]; or go on Online.
- **1776-** Indians attack Fort Watauga.
- **1777-** The territory of Tennessee was created by the North Carolina legislature called Washington County. It encompassed the state of Tennessee.
- **1779-** Sullivan County created in East Tennessee from a portion of Washington County (now two counties in Tennessee).
- **1783-** Davidson County, formed by act of the North Carolina Legislature, was created in middle Tennessee from a portion of Washington County. Greene County was created from Washington County and covers most of eastern Tennessee.
- Tennessee struggled alone on the frontier after the Revolution, without help from our nation or North Carolina. The territory was a victim of weak national and state governments which couldn’t protect settlements.
TBB, pg. 332.

What needs did Tennesseans have? You can find them in the TBB or on line, p. 332.

Why do you think North Carolina could not or did not meet Tennessee's needs or demands?

- It was expensive to maintain her settlement.
- Hostile Indians
- The area needed forts and transportation routes (roads, open waterways).

The westerners in TN had 2 needs:

- protection from the Indians
- right to navigate the Mississippi River

What was the result of North Carolina's inaction? TBB, pg. 332
North Carolina ceded its claim to the area that later became Tennessee,
but repealed their action immediately. After being ignored,
Tennessee's peoples grew more frustrated and took action.. They
broke away and formed their own state. Would you have done the
same thing?

- **1784-** The Free State of Franklin is formed.
- They named John Sevier, Governor.
- They began operating as an independent, unrecognized government. TBB, p. 332. 1784-1788.
- Internal dissensions ended the state.
- **1784-** North Carolina decided to dispose of western lands.
 - They turned them over to the federal government.
 - A Land Grab Act was passed
 - Land sold for \$5 per 100 acres.

Student Research: The United States Government promised to protect the Cherokee Indian Nation from intrusion by the white settlers. Write a summary of the Treaty of Hopewell in 1785 and one of the other treaties. The next 22 treaties that the United States made with the Cherokee were a continuation of the Treaty of Hopewell. Read and explore at:

<http://members.tripod.com/Prewett/Cherokee.html>

Teachers: Let students' research how the soldiers who fought in the Revolutionary War were paid at this website:

<http://www.tngenweb.org/tnland/dov2.htm>

Scroll down to no. 9 and no. 18.

- Soldiers were given land grants of 640 to 12,000 acres for their payment for serving in the War of 1776. TBB, p. 332
- Scroll down to table one- how much land did an officer get for his services versus a private? Pg. 23
- Check out pg. 28-EXTRA CREDIT OPTION
- Analyze the steps of the Land Title Procedure.

Students: View the petition that the Western inhabitants wrote to the North Carolina legislature asking to be recognized as a state. What were the reasons they wanted to separate from North Carolina? Read and explore at:

<http://members.tripod.com/tracers/franklin.htm>

Meanwhile, Tennesseans in the Cumberland settlement were also ignored by North Carolina and our nation to assist them with their problems. They took matters into their own hands. They took an active role in trying to solve their problems themselves. Relations with the Spanish

- They tried to make an alliance with Spain to use the lower Mississippi River to ship their goods to market and back.
- The Tennesseans tried to negotiate with Spain to stop encouraging the Indian raids on their settlements.
- The federal government didn't come to their rescue against the warring Indians. TBB, p. 332.

This is what Tennessee looked like at the end of the war. Maps of Tennessee: Formation Maps at this hyperlink: Press stop to look at each one as they revolve.

http://segenealogy.com/tennessee/tn_map_1777-1792.htm

Teachers: Let students check out the Treaty of 1786 with the Chickasaw Indian tribe that granted permission to the United States to make a road through their territory. This road was constructed in a part of Tennessee.

<http://www.tngenweb.org/cessions/18011024.html>

UNIT 3: THE EARLY REPUBLIC, 1789–1844, p. 288

Chapter 9: Launching a New Republic, 1789–1800, p. 290

Students: 1789-1790-After independence, North Carolina and Virginia surrendered their claims to the lands now making up the states of Tennessee and Kentucky; creating the Southwest Territory. (Cf: May 26, 1790-TN). William Blount became first governor and served from 1790-1796.

http://www.lib.utexas.edu/maps/united_states/us_terr_1790.jpg

SS Standards 8.5.tpi.32

Appraise the relative importance of Tennessee to the development of the United States.

- From Territory to Statehood (details below):
 - Our state served more as a seedbed for migration to other states than as a destination for emigrants.
 - Our Tennesseans were prominent pioneer settlers of Arkansas, Texas, Missouri, Illinois, Mississippi, and Alabama.
- Interact with History: What kind of person would you choose to help you govern? P. 275

Section 1 Washington's Presidency, p. 293

Students: President Washington appointed William Blount over the Southwest Territory, which included territory of our present state Tennessee. This was before it became a state.

- Economics in History: How Banks Work, p. 296

Section 2 Challenges to the New Government, p. 298

Students: 1792-1794- the business of the territorial government centered on land and Indian relations. The Spanish supplied guns to the Creek and Cherokee Indians.

Ignoring federal government restrictions, squatters came and settled on Indian lands. Indian attacks on the Cumberland settlement were frequent. p. 333

Tennesseans defeated Indians at the Battle of Etowah and James Robertson led the assaults of the Nickajack Expedition upon the Chickasaw, TBB, and p. 333. Peace came for 10-15 years.

- **1795-** Frontier warfare subsided; the Southwest territory applied for a territorial census, TBB, p.334.
- Tennessee needed a free population of 60,000 to become a state.
- A referendum was taken, showing a three-to-one majority in favor of joining the Union.
- **1795-**Governor Blount called for a Constitutional Convention. He drew up a state constitution and Democratic Bill of Rights, TBB, p. 334.
- **June 1, 1796** –Tennessee admitted as the 16th state in the Union of the United States of America. Tennessee was admitted to the Union as a slave state, with its capital at Knoxville. It was the first state to be carved out of national territory.
- Four decades after Tennessee became a state, the Native Americans were expelled to lands west of the Mississippi River. Treaties, TBB, p.337

SS Standards 8.5.tpi.15

Recognize Tennessee’s political, social, economic, and geographic role in the development of the Americas.

Students: Tennesseans made the frontier safe for settlement with the opening of Indian lands. TBB, p. 336. Between 1798 and 1806, more treaties opened the frontier. Tennessee had jurisdiction over territory from east to west making it easier for westward travelers to reach Middle Tennessee. From 1790-1800 Tennessee’s growth rate exceeded that of the nation, during which time the state population tripled. (Demographics). Slavery played a major role in Tennessee rapid expansion.

Under Thomas Jefferson’s Administration

- 1800–1810- The population grew by 250%. TBB. P. 336
- By 1810, African-Americans made up 20 % of Tennessee’s people. TBB, p. 338
- Most of this growth was in Middle Tennessee because of slavery, after invention of cotton gin. TBB, p. 338.
- The political power shifted from East Tennessee to Middle Tennessee. Demographics caused this change.
 - Middle Tennessee-Governor and General Assembly
 - State Capitol moved to Nashville, Tennessee, TBB, and p. 338.

Student Activity: Find out at this website how your county got its name.
TBB, pgs.474-479

- Citizenship Today: Obeying Rules and Laws, p. 300

Section 3 The Federalists in Charge, p. 303

Chapter 10: The Jefferson Era, 1800–1816, p. 310

- Interact with History: What dangers will you face on an expedition west?, p. 311

Section 1 Jefferson Takes Office, p. 311

Students: 1806-1819-the opening of the Indian lands and the heavy migration caused rapid development of our state. TBB, p. 336. Only 19 counties existed in the state when Jefferson took office. Thirty-six of the 95 counties in Tennessee were formed between 1796 and 1819. TBB, p. 338.

Student Activity: Research the name of the Indian treaty which ceded land that became the county where you now live. Begin with pg. 7
<http://www.nostalgiaville.com/hills/tennessee/tennessee.htm>

Section 2 The Louisiana Purchase and Exploration, p. 302

- Geography in History: Native Americans on the Explorers’ Route, p. 308

SS Standards 8.4.spi.9

Analyze the contributions of Tennessee political leaders on the national scene.

Sequoyah-born in the 1770's in the Cherokee village of Tuskegee on the Tennessee River. He was a Native American who developed the first set of written characters for the Cherokee language. He helped his nation read and write in English. He wrote the first Indian newspaper in the United States.

Students: Go online and look at the Cherokee Syllabary p.2 below:
<http://www.powersource.com/gallery/people/sequoyah.html>

Section 3 Problems with Foreign Powers, p. 326

Section 4 The War of 1812, p. 330

Students: Do you know why Tennessee is called the Volunteer State?

Tennessee became known as the Volunteer State because of its participation in the War of 1812. Thousands of Tennesseans volunteered for military service. Why? TBB, p. 356

Tennessee's peoples were not concerned about European wars, impressment of our sailors, blockades or 1500 ships of our US government being stolen by both the British and the Spanish. What caused them to be upset?

They heard reports of a conspiracy, engineered by the British and Canada, aided by the Spaniards in Florida to unite the northern and southern Indians in a war on the American frontier. TBB, p. 342

This resulted in the Southern phase of the War of 1812. p. 343

- **March, 1814**-Jackson took 2,000 volunteers from Tennessee and defeated the Creek Indians at the Battle of Horseshoe Bend. TBB, p. 343
- Despite problems Jackson defeated the Creeks. Check out the problems that General Jackson had while in command. TBB, p. 343
- This victory brought national attention to Tennessee. TBB, p. 344
- **Jan. 1815**- Gen. Andrew Jackson defeated the British at the Battle of New Orleans. TBB, p. 344

Check out this victory at the following website. Scroll to pg. 6-9 to read about this historic battle.

<http://www.state.tn.us/sos/statelib/pubsvs/tn1812.htm>

Military heroes born out of this period from Tennessee were David Crockett and Lieutenants William Carroll and Sam Houston.

Student Research: Research into the Regimental Histories of Tennessee Units, which served during the War of 1812. Check out your county’s regiment at the following website:

<http://www.state.tn.us/sos/statelib/pubsvs/1812reg.htm>

SS Standards 8.4.spi.9

Analyze the contributions of Tennessee political leaders on the national scene.

- **Sam Houston**-TBB, p. 356
 - Served as Attorney General, Congressman and Governor of Tennessee
 - He was a trader, advisor, and special envoy for the Cherokee tribe.
 - He became a military hero under General Jackson in the Creek war.
 - He became the commanding General of the Army in the Texas Revolution.
 - He defeated Santa Anna in the Battle of San Jacinto in 1836.
 - He served as the first President of the Texas Republic and later as a United States Senator and Governor of Texas.
- **General Andrew Jackson**-TBB, P. 343-354
 - Jackson saved the Gulf Coast from British and Spanish claims in War of 1812.
 - Cleared the frontier of Indians-Battle of Horseshoe Bend.
 - Won the Battle of New Orleans-military hero.
 - General Jackson negotiated treaties with the Chickasaw
 - Treaty-1818: <http://www.flash.net/~kma/treaty.htm>
 - 1818-Led forces against the Seminole Indians and defeated them
 - Spain ceded Florida to the United States.

As President: <http://www.whitehouse.gov/history/presidents/aj7.html>

President Jackson ‘s role in Indian Removal Act-1830

<http://rosecity.net/tears/>

Students: There are many websites to explore here as listed above. Report on one hyperlink of your choice: Summarize a first-hand account of a true story that happened during this sad episode of Indian Removal policy. Check out a letter entitled, “Andrew Jackson was my Great-grandfather.”

- ❑ History: Making Explorers’ Field Notes, p. 320

Chapter 11: National and Regional Growth, 1800–1844, p. 322, p. 338

- ❑ Interact with History: How will new inventions change your country, p. 339

Students: The invention of the cotton gin changed Tennessee and the South. Invention of the cotton gin TN, p. 338

- Increased the amount of slaves in Tennessee
- By 1820- 80,107 slaves.
- By 1830- Black population doubled.
- By 1860- 1 Black for every 3 whites, majority in West Tennessee
- Brought the rise of labor crops: cotton, tobacco

Section 1 Early Industry and Inventions, p.341

- ❑ Interdisciplinary Challenge: Run a Mill Town, p. 346

Section 2 Plantations and Slavery Spread, p. 348

- Slavery increased in West and Middle Tennessee, decreased in East Tennessee
- By the 1820's, East Tennessee had become a center of abolitionist sentiment and activity.

Students: Middle/West Tennessee defended slavery. TBB, P. 358

- **1850-A** Southern convention held in Nashville supporting slavery
- 80% of Tennessee engaged in agriculture, TBB, p. 340
 - Cash crops
 - Commercial crops
- Slavery in the Iron Ore Mines

Section 3 Nationalism and Sectionalism, p. 354

- Nationalism in Tennessee
 - Tennessee had a powerful past support for nationalism.
 - For decades, Tennessee had done 'volunteer duty.'
- Sectionalism in Tennessee
- Now their way of life, agriculture, and slavery were threatened.

- ❑ Interactive Primary Source: James Monroe, The Monroe Doctrine, p. 360

UNIT 4: A CHANGING NATION, 1810–1860, p.364

- **1820-1850-** The Golden Age for Tennessee’s politics., TBB, p. 347
- Transportation changes in Tennessee
- **1820s-**steamboats; Construction of Natchez Trace Road
- **1830s-** Railroads were built.
- **1840s-**Tennessee became the largest corn producer in the nation.
- **1850s-**Tennessee raised more hogs than any other state.
- Nashville emerged as an early center of the arts and education in the South. TBB, p. 348.

Chapter 12: The Age of Jackson, 1824–1840p. 365a

SS Standards 8.4.spi.9

Analyze the contributions of Tennessee Political leaders on the national scene.-Andrew Jackson, TBB, p. 349; 352-356

- **1828-1836-**Tennessee President in White House- served two terms
- Important events of his administration
 - He was the first president to use “pocket veto.”
 - He warred against the Second Bank of the US.
 - **1832-** He clashed with South Carolina over the Tariff Act and the Doctrine of Nullification.

SS Standards 8.5.tpi.15

Examine Tennessee’s role as a frontier in the expansion of the United States and the relocation of Native Americans.

Indian Removal Act- 1830

- Jackson didn’t enforce Supreme Court’s ruling in *Worcester v. Georgia*.
- He failed to uphold the legal rights of Native Americans during his administration.
- The roots of the Trail of Tears march can be traced to President Andrew Jackson.
- The Cherokee Removal Time Line 1838-1839

<http://www.cviog.uga.edu/Projects/gainfo/trailpst.htm>

<http://www.powersource.com/cherokee/history.html>

<http://rosecity.net/tears/trail/timeline.html>

The National Historic Trail of the Trail of Tears

<http://rosecity.net/tears/trail/tearsnht.html>

- ❑ Interact with History: What qualities do you think make a strong leader?, p.367

<http://www.americanpresidents.org/presidents/president.asp?PresidentNumber=7>

SS Standards 8.5.tpi.28

Read John Ross letter to the Supreme Court and Andrew Jackson’s response to the Trail of Tears. Have students identify the major arguments and values each perspective brings.

Students: Analyze John Ross’s argument in his letter to President Jackson to support the Cherokees and enforce the Supreme Court Ruling. Cite and analyze the major arguments of Ross’s letter. His letter to Congress is below at this hyperlink:
<http://www.pbs.org/wgbh/aia/part4/4h3083t.html>
View Jackson’s 2nd Annual Address to Congress:
<http://www.pbs.org/wgbh/aia/part4/4h3437.html>
Biography of John Ross below:
<http://www.mindspring.com/~caruso/johnross.htm>
Read President Jackson’s view concerning Indian Removal- 7th letter to Congress at website below: Scroll down
<http://www.pbs.org/wgbh/aia/part4/4h3083t.html>
The Cherokees brought suit against the State of Georgia to oppose their Removal. Read this Supreme Court decision by Chief Justice John Marshall.
<http://www.ukans.edu/carrie/docs/texts/cherokee.htm>
Analyze the treatment of the Indians before the Trail of Tears took place as they gathered the Indians at the Cherokee Removal Forts.
<http://ngeorgia.com/history/cherokeeforts.html>

Section 1 Politics of the People, p. 369

- ❑ Citizenship Today: Exercising the Vote, p. 372

Section 2 Jackson’s Policy Toward Native Americans, p. 374 -see above

Section 3 Conflicts Over States’ Rights, p. 379

- ❑ Economics in History: How Tariffs Work, p. 380

Section 4 Prosperity and Panic, p. 384

Students: The Panic of 1819- led many Tennesseans to leave the state.

- It bankrupted many, including Davy Crockett.
- Many Tennesseans went west to the lands of the West.

Chapter 13: Manifest Destiny, 1810–153, p. 389a

- ❑ Interact with History: What might you gain and lose by going west?, p. 391

Section 1 Trails west, p. 393

- ❑ Interdisciplinary Challenge: Survive the Oregon Trail!, p. 398

Section 2 The Texas Revolution, p. 400

SS Standards- 8.4.spi.9

Analyze the contributions of Tennessee political leaders on the national scene

Students: Tennesseans led the fight for Texan Independence at the Alamo and Mexico. TBB, p. 356- Davy Crockett, Sam Houston
http://www.americaslibrary.gov/pages/jb_0306_alamo_1.html

Section 3 The War With Mexico, p. 406

SS Standards

Analyze the contributions of Tennessee political leaders on the national scene. President James K. Polk

- The first act was to annex Texas. TBB, p.356
- He engaged the nation in the Mexican War.
- This war was a war of Southern expansion: California, Oregon, and the New Mexico territory. TBB, p. 356
- He reduced the tariff.
- He established the independent treasury.
- He enlarged the Monroe Doctrine to exclude all non-American intervention in American affairs.

Students: Tennesseans volunteered in large numbers for the War with Mexico. TBB, p. 356 or online, Section 6: History.

Section 4 The California Gold Rush, p. 412

- ❑ Technology of the Time: Surface Mining, p. 415

Chapter 14: A New Spirit of Change, 1820–1860, p. 419a

- ❑ Interact with History: What reforms do you think will most benefit American Society?, p. 421

Section 1 The Hopes of Immigrants, p. 423

- ❑ Citizenship Today: Becoming a Citizen, p. 427

Section 2 American Literature and Art, p. 429

Section 3 Reforming American Society, p. 433

- ❑ Interactive Primary Source: Dorothea Dix, Report to the Massachusetts Legislature, p. 438

Section 4 Abolition and Women's Rights, p. 440

- ❑ Geography in History: The Underground Railroad, p. 446
- ❑ History Workshop: Pack Your Trunk, p. 450

Teachers: Three options are given for an activity with this study:

Student Activity: Create a timeline of the Trail of Tears and draw a map of trails they used as they were forced from their native lands.

Clues:

<http://rosecity.net/tears/>

<http://ngeorgia.com/history/cherokeetimeline.html>

Or create a Cherokee timeline:

Go here and search for website: <http://ngeorgia.com/history/nghisttt.html>

Or make an oral report on the Cherokee Statistics according to John Ross for class:

<http://ngeorgia.com/history/trailstats.html>

Extra Credit: Read about the Legend of the Cherokee Rose. Tell the meaning of the Rose and why you think it is chosen as Georgia's official state flower.

UNIT 4: STUDENT ACTIVITIES:

SS Standards 8.3.spi.6.

Recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).

Students: The Indians used animal paths and made their own trails between hunting grounds and home. Middle Tennessee migration came through Natchez Trace, Cumberland Trace, Black Fox trail, and the Great South Trail. East and west Tennessee had other trails.

Research: The first American "interstate highway" was created and used when thousands were moving down the ancient Indian trails for some 450 miles northeast from Natchez all the way to Nashville, Tennessee. This was no walk in the park. In hilly or mountainous terrain, Indian trails tended to follow ridges. Why would Indians have trails on ridges? Indian trails followed ridges rather than going through the valleys. The ridges were easier to clear, they were drier when it rained, and you could see farther ahead in the distance, and they reduced the amount of streams you would have to cross. Ridges are part of the mountains. That meant that your 450-mile walk included a lot of going up and down. Then there were the swamps and the bogs. The northern half of the Natchez Trace was hilly and the southern half consisted of swamp water.

Thousands of pioneers moved farther and farther west every year building farms, establishing villages, and developing patterns of trade both with the Indians and other settlers.

How would or how could you sleep? They didn't have the floored in tents or the sleeping bags. Would you have slept covered up to protect yourself from the insect and mosquito bites? Why did people use this path because it was not a path leading to a settlement beyond the hills? Be sure and tell in your report why the Natchez Trace was used and how long it had been in use as an interstate highway. Be sure and answer this question: If the new continent were to be properly occupied and developed, why was a transportation system a top priority?

Compare this to rush hour traffic of today. Why is it important for us to have geometric design of streets and highways now? Why are we expanding Interstates and constructing new bypasses off of a major interstate highway? How will this new construction support highway safety? Where would you build a highway? What connecting bodies of land or water would they connect?

Students did you know these facts about Natchez Trace? All highways in the United States are numbered except one. That one is called the Natchez Trace. The reason you can't find one is that the parkway is inside of a park.

The Natchez Trace Parkway follows the route of the old wilderness trail for 450 miles.

UNIT 5: THE NATION DIVIDED AND REBUILT, 1846–1877, p. 452

From 1848 until the Civil War, slavery became a national controversy.
TBB, p. 358

- It affected everybody:
- Families argued.
- Political parties broke apart.
- Church denominations broke apart over slavery.
- Newspapers waged a vicious war with words over 2 topics:
 - Abolition
 - States' Rights/Secession

Chapter 15: The Nation Breaking Apart 1846–1861, p. 454

- Interact with History: How would you keep the nation together?, p. 455
- Section 1 Growing Tensions Between North and South, p. 457

Abolition and Slavery divided Tennessee

Students: Read about the Underground Railroad in Tennessee

Write a page report on their activity and include the Slave Codes.

<http://www.mtsu.edu/~tncivwar/ugrr/page4.html>

Anti-Slavery and Quakers in East Tennessee

<http://www.mtsu.edu/~tncivwar/ugrr/page5.html>

Trace the route they used as escape routes of the Underground Railroad used in Tennessee Once there, scroll all the way down and click on circle-Towns of Friendsville and Greenback.

<http://www.mtsu.edu/~tncivwar/ugrr/page6.html>

Read about several of the houses used as an Underground Station in East Tennessee

<http://www.mtsu.edu/~tncivwar/ugrr/page7.html>

Teachers: Take your students on an electronic field trip to the following sites:

<http://teacher.scholastic.com/fieldtrp/socstu.htm>

Students: Look at a map showing two Underground Routes in Tennessee.

<http://education.ucdavis.edu/new/stc/lesson/socstud/railroad/Map.htm>

- Economics in History: Trade, p. 458

SS Standards 8.1.tpi.10

Describe how warfare influences cultural trends-the Civil War

- Lincoln’s call for 75,000 volunteers to suppress rebellion inflamed the people of Tennessee into action.
- Governor Harris said, “Tennessee will not furnish a single man” to fight against the southern states.

Students: Read about the history of Negroes in Tennessee below:

<http://newdeal.feri.org/guides/tnguide/ch10.htm>

- In 1850, most of the people in Tennessee were farmers.
- 120,000 families tilled the soil.
- Tenn.’s production of cotton bales was 194,532 annually.
- Tobacco, corn, wheat were major crops.
- By 1860, 24.8% growth in slavery. TBB, p. 357.
- Nashville and Memphis were leading slave trade centers.
- Investment in slave labor and cotton became top priority.

Section 2 The Crisis Deepens, p. 462

Students: The Civil War and Emancipation

<http://www.pbs.org/wgbh/aia/part4/4p2967.html>

- Economic Differences between north and south.
- Slavery vs. Freedom in North and South.

Section 3 Slavery Dominates Politics, p. 466

Students: A few facts to further your understanding.

- The key issue of antebellum politics in Tennessee was the defense of slavery.
- The South wanted to expand slavery west of the Mississippi River.

☐ Citizenship Today: Debating Points of View, p. 469

Section 4 Lincoln's Election and Southern Secession, p. 471

Tennessee's Reaction to the Presidential Election of 1860

- The State was pro-Union. TBB, p. 360
- Tennessee voted for its own John Bell, candidate of Constitutional Union Party.
- Secession was rejected in a popular referendum on February 9, 1861.
- After the firing on Fort Sumter and Lincoln's call for troops, a second referendum approved secession by a two-thirds majority on June 8, 1861.
- West and Middle Tennesseans were on the side of Confederacy.
- In East Tennessee, one-third opposed due to pro- Union.
- The first abolitionist publications in the country were published in Jonesborough, Tennessee
 - *The Manumission Intelligencer*
 - *The Emancipator*

Leaders in Tennessee

- Gov. Isham G. Harris- influenced our state to secede
- Senator Andrew Johnson and William Brownlow- leaders who influenced East Tennessee to remain pro-Union.

Chapter 16: The Civil War Begins, 1861–1862, p. 478

- ❑ Interact with History: How might a civil war be worse than other wars?
p. 479

Section 1 War Erupts, p. 465, p. 481

SS Standards 5.20

Identify Tennessee's role within the Civil War

- Tennessee was one of the Border States that sent large numbers of men to fight for both sides.
- 187,000 Confederate soldiers
- 51,000 Federal soldiers
- Loyalties divided regions, towns, and even families. TBB, p. 361.
- Tennessee became the last state to secede and the first to return.
- It was the only state to free the slaves by popular vote.

Students: View Confederate flags here:

<http://www.state.tn.us/sos/statelib/pubsvs/flags.htm>

View the map of the Battle of Bull Run at this site:

http://www.lib.utexas.edu/maps/historical/bull_run_1861.jpg

Did you know we had 450 skirmishes and battles in Tennessee between 1861-1865? TBB, p. 422

Teachers: Permit the students to see the areas the Union gained control each year during the war. (The Tennessee map)

Students: view the hyperlink below:

http://www.lib.utexas.edu/maps/historical/civil_war_1861-1865.jpg

- ❑ Literature Connections: Across Five Aprils, p. 486–487

Students: Tennessee's rivers and its position as a border state made Tennessee a thoroughfare for invasion by Federal troops. TBB, p. 362
Governor Harris appointed Gideon Pillow as commander of Tennessee's forces.

Tennessee's Strategy –A Defensive War:

Albert Sidney Johnston set up a line of positions across Kentucky and Tennessee from the Appalachians to the Mississippi River to defend the Confederacy. TBB, p. 362

The weakest points of Johnston's line were two forts in Tennessee in the western theater.

- Fort Donelson on the Cumberland River, TBB, 363–376.
- Fort Henry on the Tennessee River

The Union's strategy was to control the Cumberland and Tennessee Rivers and take control of Nashville, Tennessee.

<http://www.americancivilwar.com/statepic/tn/tn038.html>

- **Feb 6, 1862**-Union took Fort Henry- fell to Captain Foote's gunboats.
- **Feb 15, 1862**- Confederate generals surrendered Fort Donelson, which left middle and western Tennessee open to Union forces.
- **Feb. 24, 1862**-Union forces took Nashville.
- **Battle of Stones River-Dec. 31**-Confederates retreated to Shelbyville and Wartrace for the winter.

<http://www.aotc.net/Murfreesboro.htm>

- Bragg's military campaigns of Tullahoma to block Rosecrans failed:

<http://www.aotc.net/Tullahoma.htm>

The Spencer gun made military history in Tennessee.

- In the end, a fire cartridge for the first repeating rifles used at Tullahoma decided the war.

<http://www.aotc.net/Spencer.htm>

- The union made military history at Tullahoma.

Battle of Chattanooga

The turning point in the Civil War that opened the doorway to Union forces for invasion of the South.

<http://www.aotc.net/Chattanooga.htm>

- Battle of Chickamauga
<http://www.aotc.net/>
<http://www.aotc.net/Chickamauga.htm>
- Bragg retreated into Georgia after failure to take Chattanooga; replaced by General John Bell Hood
- **Sept. 1863**-East Tennessee fell to General Ambrose Burnside.
- **Fall of 1864**-Battle of Franklin; Hood's troops were defeated.
- **Dec 1864**-Hood defeated at Battle of Nashville.
- Hood failed to cut through General William Tecumseh Sherman's supply lines.
- Federal forces under Sherman marched through Tennessee bringing massive destruction.

*Read dispatches of Sherman and General Ulysses S. Grant as Sherman passed through Monroe County, Tennessee, TBB, 363-376
<http://www.telliquah.com/Sherman.htm>

Section 2 Life in the Army, p. 488-

Students: Read at this hyperlink about Tennesseans in the Civil War. Find out what county they were from and the type of military duty they performed.

Student Activity: Poems and Music of the Civil War.

Understand the emotions of the men who faced each other across the battlefield and the family members waiting at home:
Confederate poetry <http://users.erols.com/kfraser/>

Tennesseans in the Civil War

<http://www.tngenweb.org/civilwar/csacav/index.html>

(other links)

Students: The real heroes were not the generals and admirals but the enlisted men who fought on the lines. Sam Davis, a boy scout, was hanged as a spy near Pulaski on Nov. 27, 1863.

Read his story at:

<http://www.tennessee-scv.org/samdavis.html>

Other boy heroes: DeWitt S. Jobe and DeWitt Smith

Student Activity: The medical methods for getting the wounded to treatment proved so effective toward the close of the war that these methods still serve as the basis for all army field hospitals; even in Operation Desert Storm in 1991. Write a report on the methods used. Compare the care of the wounded at the beginning of the war to the methods used at the end of the war.

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/69bentonville/69facts1.htm>

Teachers: A teaching guide is available entitled, “Putting It All Together,” at the Battle of Bentonville at:

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/69bentonville/69locate1.htm>

Click on the readings-Medical units in Tennessee

<http://freepages.military.rootsweb.com/~janelle/Misc1.htm>

☐ Technology of the Time: Ironclads, p. 492

Section 3 No End in Sight, p. 493

Chapter 17: The Tide of War Turns, 1863–1864, p. 500

- ❑ Interact with History: What would inspire you to keep fighting?, p. 501
Students: Read and explore the Civil War Battlefields on this Internet field trip: Pretend you are Pres. Lincoln and make decisions on what he knew at the time.
<http://teacher.scholastic.com/fieldtrp/socstu/civil.htm>

Section 1 The Emancipation Proclamation, p. 503

Section 2 War Affects Society, p. 507

Section 3 The North Wins, p. 512

- ❑ Geography in History: Battle of Gettysburg, p. 514

Section 4 The Legacy of the War, p. 520

- ❑ Interactive Primary Sources: Abraham Lincoln, The Gettysburg Address/Second Inaugural Address, p. 524
- ❑ History Workshop: Create a Medal of Honor, p. 528
Women in the Civil War:
<http://www.mtsu.edu/~library/wtn/wtn-cwar.html>
African-Americans in the Civil War
<http://www.umsl.edu/~libweb/blackstudies/blackmo.htm>

Chapter 18: Reconstruction, 1865–1877, p. 530

SS Standards 8.4.spi.9

The student will analyze the contributions of Tennessee political leaders on the national scene.

- Students:** Andrew Johnson was appointed Vice-President in Jan. 1865
- Served in the House of Representatives
 - War Governor of Tennessee
 - Served in the Senate
 - He stood by the Union during the Civil War
 - Succeeded President Lincoln on Lincoln's death.
 - Had conflict with Radical Republicans over appointments and removals.
 - Johnson's charge of impeachment stemmed from the removal of the Secretary Of War.
 - Conviction vote failed to achieve necessary two-thirds majority of Senate by one vote.

<http://www.factmonster.com/ipka/A0760602.html>

- ❑ Interact with History: How would you rebuild the Union?, p.531

Students: Civil conflict split Tennessee society. Each side used politics to punish its enemies.

- Gov. Brownlow took charge. He did not want TN punished by the Radical Republicans with a harsh military rule.
- Repudiated the act of secession.
- Submitted for referendum a constitutional amendment abolishing slavery.
- 10% oath of allegiance was taken to form a loyal government.
- Applied for re-admission as a state, July 18, 1866. TBB, p. 378
- Gave the vote to freedmen suffrage, Feb. 1867 to bolster his election. Conservative opposition formed the Ku Klux Klan. TBB, p. 378. The KKK's aim was to intimidate the black supporters who supported Brownlow. The band disbanded when Brownlow left Tennessee, TBB, and p. 379.
- Political reconstruction ended when Tennessee rewrote State Constitution in 1870. TBB, p. 379.

Section 1 Rebuilding the Union, p. 533

- ❑ Interdisciplinary Challenge: Rebuilding Richmond, p. 538

Section 2 Reconstruction and Daily Life, p. 540

Section 3 End of Reconstruction, p. 545