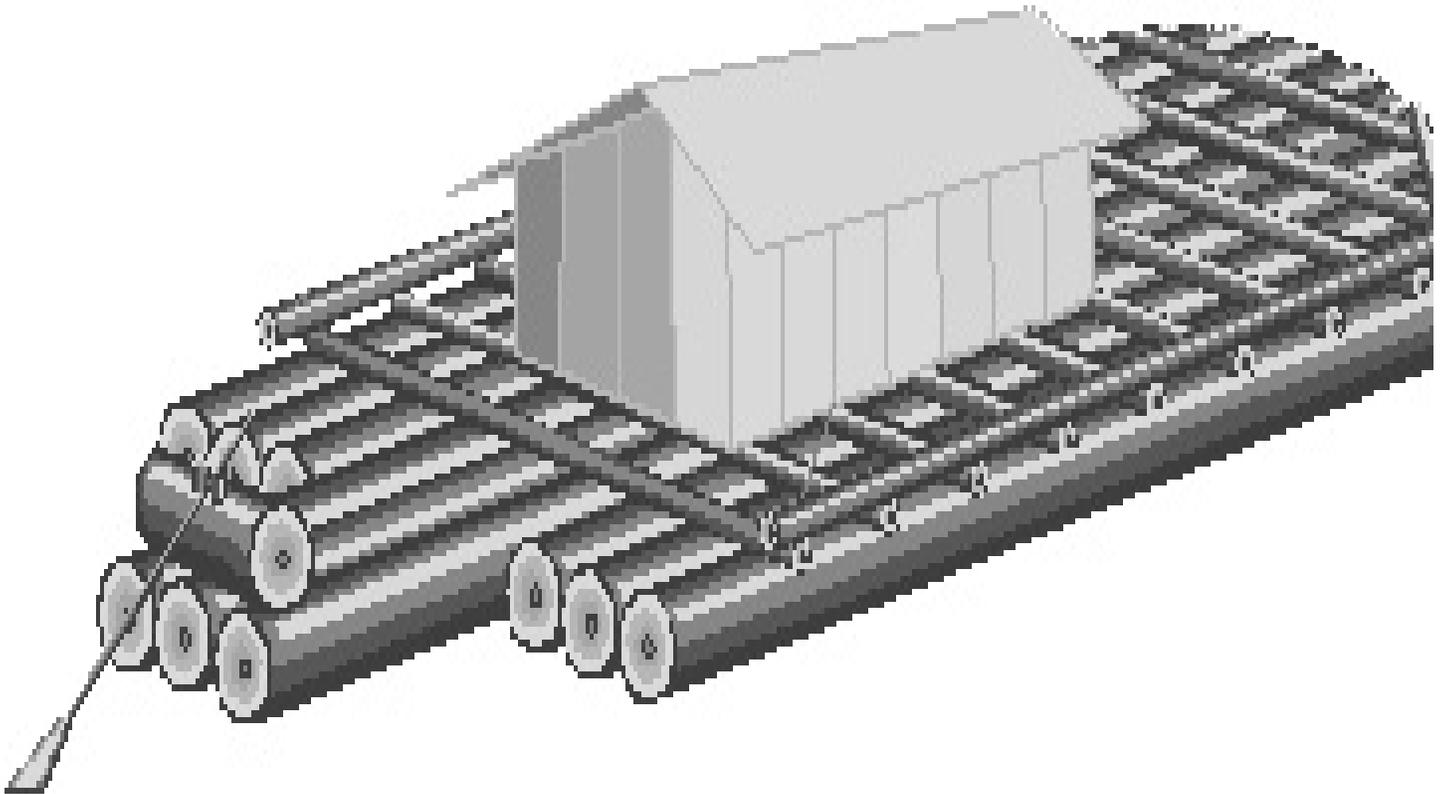


Anne Robertson Johnston Cockrill Lesson Plans



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Tennessee State Museum, April 2003, 1,000 copies. Publication authorization #316532,
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State Curriculum Framework Objectives

Kindergarten

K.1.02	a, b, c	K.4.03	b
K.2.01	a, b, c	K.4.04	a, c
K.2.02	b	K.5.01	a, b
K.3.02	a, b, c	K.5.02	a, b
K.4.01	b	K.6.02	b

Note to teachers: Teachers in grades K-3 should feel free to modify the difficulty level of activities to accommodate students.

First Grade

1.1.01	a, d	1.4.01	c
1.1.03	b	1.4.04	c, d
1.2.01	c	1.5.01	c
1.3.01	d	1.5.02	a
1.3.0.2	c, d, f	1.6.01	a
1.3.03	b	1.6.02	b, c

Second Grade

2.1.02	a, b, c	2.4.04	c
2.1.03	a	2.5.01	a, b
2.3.02	a, e	2.5.02	b, d
2.3.03	b	2.5.03	b
2.4.01	c, d	2.6.01	a, d

Third Grade

3.1.01	b	3.5.01	a
3.2.02	b	3.5.02	c, d
3.2.03	f	3.5.03	a
3.3.02	a	3.6.01	a
3.3.03	d		

Fourth Grade

4.1.01	a, b	4.4.02	b
4.1.04	b, c	4.4.03	a
4.2.01	a, c	Era 3	4.5.07 a, b, c, d
4.2.02	b		4.5.08 a
4.2.04	a, b		4.5.09 a, b
4.3.02	b		4.5.10 a, b, c
4.3.03	b, c, d		
4.3.04	a, b		
4.4.01	b		

Introduction

❶ As a class create a K-W-L chart. Display a large piece of butcher paper on the chalkboard. Divide it into three columns. Label the columns with the following: “What we already **know** about the settlement of the Tennessee frontier;” “What we **want** to know;” and “What we **learned**.” Before starting the unit have students share their thoughts for the first and second columns. Keep chart displayed throughout unit. After your museum visit, review the chart. Evaluate students by filling in the last column.



❷ Compare and contrast how people move to new locations by creating a “Then and Now” chart. Display a piece of butcher paper which is divided into two columns. Label the first column as “Then”(1780s) and the second column as “Now” (2000s). Have students consider methods of transportation, the amount of time and planning required, routes, what to pack, etc. Display chart throughout unit and add to it as needed.

Vocabulary

❶ Have students identify or define each of the following terms included in the first person interpretation.

fort	herbs	Fort Nashborough
wits	flotilla	Overhill Cherokee
siege	frontier	James Robertson
slates	obstacle	Col. John Donelson
journal	kettle	Chickamaugas
game	flatboat	Bicentennial Mall
Shawnee	livestock	Muscle Shoals
dandelion	Old Abram	hardships
acreage	smallpox	Watauga settlements
exhaustion	petticoat	dugout canoe
voyage	shoals	natural resources
suck	abundant	misfortune
stockade	widowed	French Lick
mouth		

❷ Have students create acrostics for five of the vocabulary words. Each line of the acrostic includes terms or phrases which describe the vocabulary word. Example:

F rontier protection	S trategy
O pen area inside	I nduce surrender
R einforced walls	E ncirclement
T rees	G radual
	E ject the enemy

❸ Have students create diamante poems (named for their diamond shape) using the following instructions:

line one: person’s first name
(or name of object)

line two: two adjectives that describe the person

line three: three “ing” words related to the subject

line four: four nouns that describe the person

line five: three verbs that tell how the person acted

line six: two adjectives that describe person

line seven: person’s last name

Anne
brave, heroic
caring, teaching, helping
teacher, nurse, heroine, pioneer
defended, taught, healed
smart, considerate
Cockrill

Frontier
open, new
exciting, alluring, challenging
land, opportunity, possibility, adventure
offered, provided, supported
spacious, vast
Frontier



Timelines

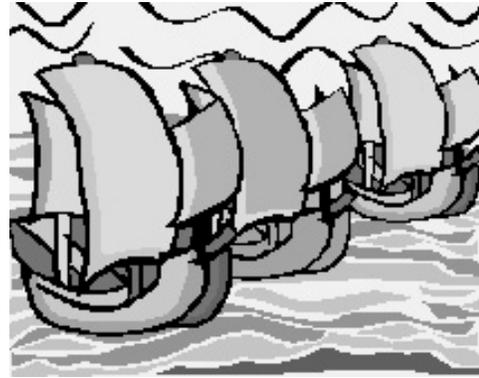
❶ Timeline Pie. Divide students into groups of eight. Provide each group with a 36" circle which has been divided into eight equal sections. Label the front of each section with one of the following facts:

- 1492–Columbus discovers New World
- 1540–Hernando de Soto explores future state of Tennessee
- 1730–Seven Cherokee chiefs travel to London and meet King George II
- 1763–Proclamation Line is drawn forbidding European settlement west of Appalachians
- 1772–Watauga Association created as first written government in future Tennessee
- 1776–America declares independence; Cherokee begin Siege of Fort Caswell/Watauga
- 1779–Jonesborough chartered as first town in future state of Tennessee
- 1779–James Robertson’s arrival at future site of Nashville
- 1780–John Donelson’s flotilla arrives at Ft. Nashborough
- 1796–Tennessee becomes the sixteenth state

Have each student in the group draw a picture illustrating each of the above events on the back of each pie piece. Have students put pieces together to make a timeline pie.



❷ For more advanced students: Divide students into partners. Provide each pair with a “Bag of Tennessee Time.” Each bag should contain index cards labeled with the following events (one event per card):



- * Columbus discovers New World
- * Hernando de Soto explores future state of Tennessee
- * Seven Cherokee chiefs travel to London and meet King George II
- * Proclamation Line is drawn
- * Watauga Association created
- * America declares independence; Cherokee begin Siege of Fort Caswell/Watauga
- * Jonesborough chartered in future state of Tennessee
- * James Robertson’s arrival at future site of Nashville
- * John Donelson’s flotilla arrives at Ft. Nashborough
- * Tennessee becomes a state

Have students place the events in the correct chronological order. As an extension have students research early Tennessee and provide the year and two or three facts for each of the listed events.

Maps/The Move West

James Robertson and John Donelson were hired by Judge Richard Henderson, owner of the Transylvania Land Company, to establish the Cumberland Settlements. Robertson led most of the men and livestock overland while Donelson lead a flotilla of women, children and the remaining men via the river routes.

❶ Mapping It Out: Provide students with a copy of the Tennessee map from the appendix. Tell students to label or identify the rivers, cities, states and cardinal directions.



❷ Cookie Cartographers: Provide each student with a napkin and a cookie (rectangular cookies work best for this activity.) Tell students the cookies represent “Tennessee”. Provide students with small tubes of blue icing (if this is too costly, fill sandwich bags with frosting and nip off one of the bottom corners to pipe frosting onto cookie) and chocolate chips. Have students “draw” the Tennessee, Ohio, and Cumberland rivers using blue icing. Have students place chocolate chips on the cookie to represent Fort Patrick Henry (present day Kingsport), Cumberland Gap, Clarksville, Chattanooga, and French Lick (present day Nashville). This makes for a tasty geography lesson!



❸ For more advanced students: Divide students into groups of four or five. Tell half of the groups to create a map illustrating Robertson’s route. Assign the other half Donelson’s route. Provide groups with present-day maps of Tennessee. Encourage groups to make creative representations using posters, transparencies, construction paper, yarn, basic maps, map keys, directional compasses, etc.

A. Robertson’s 400 mile journey map should illustrate the following points and directions:

- ❶ October 1779–headed north from Fort Patrick Henry (present day Kingsport)
- ❷ Turned west at the North Fork of the Holston
- ❸ Traveled west through Cumberland Gap, Cumberland Road, through Kentucky
- ❹ Entered Tennessee north of present-day Clarksville
- ❺ Traveled south to French Lick (present-day Nashville)
- ❻ Crossed frozen Cumberland River on Christmas Day 1779

B. Donelson’s journey map should illustrate the following points and rivers:

- ❶ December 22, 1779–departed Fort Patrick Henry (present day Kingsport) floating south on the Tennessee River (had to stop after a few miles and resumed trip in February)
- ❷ Difficulty sailing through the “Suck” at Chattanooga
- ❸ Difficulty sailing through Muscle Shoals in northern Alabama
- ❹ March 15–entered the Ohio River
- ❺ March 24–entered the Cumberland River
- ❻ April 24–arrived at French Lick (Nashville)

④ New Adventure Notebook Over 200 men, women, and children made the journey to the Cumberland settlements. The move west was filled with numerous new experiences. Have students imagine they were members of this group who moved west to the Cumberland Settlements. Have half of the class envision Robertson's overland route and the other half Donelson's river route. Tell students to create "New Adventure Notebooks" based on museum visit, class discussion, and additional research (John Donelson's journal is an excellent resource.) Each notebook should include:

- ① An announcement or advertisement informing people about the adventurous move to the Cumberland Settlements.
- ② A "want ad" to attract potential settlers
- ③ A map illustrating either Robertson's overland route or Donelson's river route
- ④ Information about the group, equipment, weather, geographical challenges, and other problems encountered
- ⑤ Information about the Cumberland Settlements such as descriptions of the land/terrain, natural resources (plants, wild game, sources of water, etc.), neighboring Native American villages/towns. Students may also include sketches or drawings made during the "adventure."
- ⑥ A letter to potential settlers in the eastern settlements providing reasons why they should also move to the Cumberland Settlements, which route to take, etc.



The Cherokee

The Cherokee had occupied areas of East Tennessee since prehistoric times. They hunted middle Tennessee but did not establish villages or towns there, for several Native American nations used the area for hunting expeditions. These collective lands had abundant wild game, virgin forests, and pure streams. Access to or possession of these natural resources led to great conflict with the encroaching European settlers. It seemed to Cherokee leaders that regardless of the number of land concessions granted to the Europeans, the greedier they became. European settlers looked upon the Cherokee lands as economic opportunity whereas the Cherokee valued the lands (and natural resources) for sustaining daily life. Have class explore these and other differences between Cherokee and European culture.

① Hula Hoop History Compare and contrast Cherokee and European settler cultures using hula hoops as Venn diagrams.

① Secure two hula hoops to a large piece of butcher paper. Make sure that hula hoops overlap in the center. Display in front of class. Label the section on the left as "Cherokee", the section in the middle as "Commonalities", and the section on the right as "European Settlers".

② Distribute three index cards to each student. Instruct students to write a fact about Cherokee/Cherokee culture on the first card, a fact about European settlers on the second card, and a fact that is shared by or common to both cultures on the third card.

③ Collect cards and put them in a bag. Mix them up.

④ Have students take turns in drawing a card from the bag and placing it in the correct part of the hula hoop (Venn) diagram.

⑤ Discuss the similarities and differences between the two cultures.

② Cultural Collages Divide class into four groups. Assign each group one of the following Cherokee cultural topics to research: housing, food, clothing, myths/beliefs. Have students research their topics and arrange their information in a creative collage using pictures from newspapers, magazines, the Internet, drawings, found objects, etc. Have each group describe and explain its collage to the class.

③ For more advanced students: Have students research the history of the Cherokee nation using books, primary sources, traditional myths, and the Internet. Instead of writing a traditional report, students should organize information into an ABC book using the following guidelines:

- ① Create a decorated cover (with Cherokee symbols, etc.) with your name as the author.
- ② Use a separate page for each letter of the alphabet.
- ③ Use a word or phrase related to the Cherokee nation/culture for each letter.
- ④ Provide a detailed explanation or definition using easy to understand language.
- ⑤ Create an image (drawing, painting, tracing, copied image from books, newspapers, magazines, or Internet) for each word or phrase.

Encourage students to use correct spelling, grammar, easy to understand language, neatness, and creativity. Share completed books with students in lower grades at your school. Evaluate student work using the following rubric (or create your own).

0-05 points	Creative and neat cover
0-20 points	Meets requirements for each letter
0-25 points	Detailed explanations/definitions
0-25 points	Spelling and grammar
0-25 points	Creativity and originality of images

④ Walk a Mile in Another Man's Moccasins Not all of the Cherokee favored peaceful negotiations with the European settlers. Dragging Canoe violently opposed land concessions stating that the land the settlers had acquired in middle Tennessee was a “dark and bloody ground.” This prophetic statement came true between 1776 and 1794 when the “anti-European settler” Cherokees, known as the Chickamaugas, attacked and raided frontier settlements.

① Assign each student one of the following people, places, and events and its connection to the Chickamaugas (answers provided in the appendix):

Treaty of Sycamore Shoals, 1775	Attakullakulla
Richard Henderson	Cherokee War
Transylvania Land Company	Dragging Canoe
Bloody Fellow	Young Tassel
Battle of the Bluffs, 1781	Hanging Maw
Nickajack expedition	Old Abram
Battle of Island Flats	Fort Watauga
Proclamation Line of 1763	Carter's valley
Catherine Sherrill / Bonny Kate	James Robertson
Cumberland settlements	John Sevier
Fort Nashborough	Chief Oconostota

- ② Have students trace one of their feet onto construction paper. (Students will need one footprint or moccasin per fact.)
- ③ Have students arrange their moccasins on a poster board with their topic written in the center of the poster. (Some topics may not have as much information.)
- ④ Have students share their projects with the class.

Education on the Frontier

Anne Robertson Johnston Cockrill feared for the education of the children who were moving to the Cumberland settlements. She took it upon herself to conduct daily lessons as John Donelson's flotilla made its way down the system of rivers towards French Lick. Lacking the appropriate school supplies, Anne made use of river sand and a wooden box. This makeshift slate allowed the children to draw and learn letters and numbers with sticks. After arriving at Fort Nashborough, sandboxes were replaced with more appropriate quill pens and paper.



❶ Make quill pens Provide each student with one turkey feather (available at craft stores).

- ❶ Soak quill tips in warm soapy water for fifteen minutes.
- ❷ Cut the quill tip at a slant or curve to make a nib tip.
- ❸ Carefully cut a tiny slit in the center of the nib tip.
- ❹ Dip quill into homemade ink and blot carefully.



❷ Homemade Ink (Due to mess potential, this may be a fun "at home project.")

- ❶ Divide students into small groups (if done in class)
- ❷ Materials for each group: a strainer, a small bowl, ½ cup thawed frozen strawberries, a large spoon, ½ teaspoon salt, ½ teaspoon vinegar, and a small jar with lid.
- ❸ Place strainer over the bowl. Put three strawberries in the strainer.
- ❹ Carefully mash strawberries with spoon so that berry juice drips into bowl.
- ❺ Remove mashed berries. Put three more berries in strainer and repeat step four until all berries have been mashed.
- ❻ Add salt and vinegar to juice. Stir until salt is dissolved.
- ❼ Rinse strainer and place over jar. Pour bowl of strawberry ink through the strainer.
- ❽ Dip quill into strawberry ink and blot carefully. Store unused berry ink in tightly closed jar in the refrigerator for up to one week.

Appendix

Vocabulary

fort– a fortified place that serves to defend or protect

siege– the surrounding and blockading of a town or fort by a group determined to capture it

flotilla– a fleet of small ships or boats

journal– a personal record of events, experiences, or thoughts; a diary

flatboat– a boat with a flat bottom and square ends used for transporting freight

herbs– certain plants used as medicines or seasonings

smallpox– a highly infectious disease with widespread pimples that blister, produce pus, and form pockmarks

shoals– a place in any body of water where the water is especially shallow

suck– a current almost like a whirlpool

mouth–an area where one body of water empties into another larger body of water

Chickamaugas– a diverse group of Overhill Cherokee, Creeks, dissatisfied whites, and African Americans who opposed white settlements in Tennessee and frequently attacked frontier settlements, led by Dragging Canoe

Overhill Cherokee– tribe of Native Americans that lived across the mountains from South Carolina in eastern Tennessee

James Robertson– hired to lead settlers from East Tennessee over woodland trails to the Cumberland Settlements; co-founder of Nashville

Col. John Donelson– hired to lead mostly women and children from East Tennessee via river routes to the Cumberland settlements; co-founder of Nashville

Watauga settlements– areas or pockets of settlement in upper East Tennessee in the late 1700s

Old Abram– Cherokee war chief who led a band of Cherokees allied with the British in a siege against Fort Watauga in 1776

kettle– a metal pot for boiling or stewing

natural resources– materials such as trees, water, or game found in nature that of use to man

abundant– in plentiful supply; more than enough

French Lick–early trading post along the banks of a salty spring which attracted abundant game followed by hunters and traders

Fort Nashborough– the settlement along the banks of the Cumberland River, first established in 1779/1780, later known as Nashville

frontier– a region just beyond or at the edge of a settled area

game– wild animals, birds, or fish hunted for food or sport

Bicentennial Mall– an outdoor plaza in Nashville built to commemorate Tennessee’s 200th anniversary of statehood

livestock– domestic animals such as cattle, sheep, horses, or hogs, raised for home use or profit

hardships– extreme difficulties or suffering

exhaustion– the state of being worn out or completely tired

voyage– a long journey to a distant place; especially a journey across water

misfortune– bad luck, adversity

Muscle Shoals– area of the Tennessee River in Alabama where the river was especially shallow

wits– intelligence or good sense

slates– a writing tablet made from a metamorphic rock

obstacle– something that stands in the way or holds up progress

Shawnee– a tribe of Native Americans who at one time lived in the Tennessee Valley

dandelion– a plant or weed with many-rayed yellow flowers sometimes used in salads

acreage– acres or area of land referred to collectively

petticoat– a skirt, especially a woman’s slip or underskirt

dugout canoe– a canoe made by hollowing out a log

stockade– a defensive barrier, usually a wall, made of strong posts or timbers driven upright side by side in the ground

widowed– to be left behind by a deceased spouse

Cherokee Lesson Plan - Vocabulary

Treaty of Sycamore Shoals, 1775 was also called the Treaty of Watauga. A treaty between land speculator Richard Henderson and the Overhill Cherokee to purchase 20 million acres in the Cumberland Valley (land between the Tennessee, Cumberland, and Ohio rivers) for twelve thousand English pounds in cash and merchandise.

Richard Henderson was a lawyer turned land speculator from North Carolina who owned the Transylvania Land Company. He negotiated the Treaty of Sycamore Shoals of 1775 with the Overhill Cherokee which opened up thousands of acres of Cherokee hunting land in Kentucky and Middle Tennessee.

Dragging Canoe was the son of Attakullakulla, or Little Carpenter, who strongly opposed white settlement granted by the Treaty of Sycamore Shoals in 1775. He believed that white greed for land would not be satisfied, that they would eventually take Cherokee homes, and stated that the whites had purchased a “dark and bloody ground”. Dragging Canoe led Chickamaugas in several attacks and battles with frontier settlers.

Bloody Fellow was one of the Cherokee warriors most violently opposed to white settlement who became one of the leaders of the Chickamaugas.

Hanging Maw was one of the Cherokee warriors most violently opposed to white settlement who also became one of the leaders of the Chickamaugas.

Nickajack Expedition, 1794 was a campaign against Chickamaugas planned by James Robertson who served as Brigadier-General of the Mero District. Robertson gave Major James Ore orders to lead a unit of 550 armed settlers to attack the lower Chickamauga towns as a preemptive strike. Congress had not authorized the destruction of the towns, only a defense of the American settlements from a rumored impending Chickamauga attack. In the end the settlers destroyed Nickajack and several other Chickamauga towns.

Fort Watauga was originally called Fort Caswell after governor-elect Richard Caswell of North Carolina. The fort was built in 1775 on the Watauga River and Old Abram and his Chickamauga warriors lay siege to the fort for two to three weeks. After Dragging Canoe’s defeat at nearby Long Island, the Chickamaugas gave up on widespread, organized attacks on frontier settlements.

Catherine Sherrill/Bonny Kate was one of the settlers who lived in the Watauga settlements when Fort Watauga was attacked by Chickamaugas. Catherine, whose nickname was Bonny Kate, was caught outside the fort walls. She ran towards the protection of the fort and tried to scale its walls. John Sevier saw her escape attempt and helped her over the fort walls; four years later Catherine married him.

Fort Nashborough was the settlement along the banks of the Cumberland River, first established in 1779/1780, later known as Nashville. The fort served as protection against raids and attacks by the Chickamaugas

Cherokee Lesson Plan - Vocabulary (Cont.)

Chief Oconostota was a war chief who led the attack on Fort Loudoun in 1760, as retaliation for the deaths of twenty-eight Cherokee. He became Uko or head chief of Cherokee in 1768. Oconostota opposed the Treaty of Sycamore Shoals because he believed whites already had occupied too much Cherokee land. He urged fellow Cherokee to oppose and resist continued white settlement.

Attakullakulla was also known as Little Carpenter. He was a Cherokee peace chief who favored friendly relations and peace treaties with white settlers and who traveled to England as a member of a peace delegation to meet with King George II in 1730. He convinced tribal leaders to sign the Treaty of Sycamore Shoals although his son, Dragging Canoe, opposed it.

Transylvania Land Company was organized by Richard Henderson to obtain Cherokee lands in Kentucky and Middle Tennessee. The company acquired 20 million acres of Cherokee hunting land in the Treaty of Sycamore Shoals, 1775.

Cherokee War, 1776 was waged against patriot settlers on the frontier by Cherokee who had allied themselves with the British during the American Revolution. The Indians believed that the British would honor Cherokee land claims and prevent white settlement. The war began July 20, 1776 with attacks on Fort Watauga and Nolichucky, Carter's Valley, and Long Island. After suffering defeats the Cherokee sued for peace although Dragging Canoe greatly opposed it. Other Cherokee who also opposed peace and desired war with the white settlers became known as the Chickamaugas which means "river of death".

Young Tassel was one of the Cherokee warriors most violently opposed to white settlement and became one of the leaders of the Chickamaugas. After Dragging Canoe's sudden death in February 1792, he became the main leader of the Chickamaugas.

Battle of the Bluffs, 1781 began when Dragging Canoe and his band of Chickamaugas ambushed twenty of the men of Fort Nashborough as they were working in the fields, including James Robertson. Robertson's wife, Charlotte, released the dogs and horses from the fort which distracted the Indian warriors allowing the men to reach the safety of the fort. Five men were killed even though the battle was considered a victory for the settlers

Old Abram was a Cherokee war chief from the town of Chilhowee. He led a band of Cherokees, allied with the British, to attack Fort Watauga. The three hour battle was followed by a three week siege against Fort Watauga in 1776. The siege ended after Dragging Canoe suffered a defeat at Island Flats causing the Cherokee to lose their momentum.

Battle of Long Island Flats was the first battle of the American Revolution fought west of the Appalachian Mountains. Frontier settlers from Eaton's Station defeated Dragging Canoe and his band of Chickamaugas in an hour long battle at Long Island Flats, located five to six miles below the junction of the forks of the Holston River.

Carter's Valley was a frontier settlement in East Tennessee established by John Carter in the early 1770s. Confrontations with Cherokee caused settlers to retreat to the protection of Watauga in 1772.

Cherokee Lesson Plan - Vocabulary (Cont.)

Cumberland Settlements was a pocket of settlement in present Middle Tennessee. Richard Henderson hired James Robertson and John Donelson to establish settlements in this region which was part of the Transylvania Land Purchase in 1775. It was frequently attacked by Chickamaugas who violently opposed the Treaty of Sycamore Shoals and claimed the area was a “dark and bloody ground”.

James Robertson was hired by Richard Henderson to establish settlements in Middle Tennessee. He led mostly men and livestock from East Tennessee over woodland trails to create the Cumberland settlement of Nashborough (named for Francis Nash, revolutionary war hero from North Carolina); Robertson later organized the Nickajack Expedition which destroyed Chickamauga towns.

John Sevier helped build Fort Watauga. He saved Catherine (Bonny Kate) Sherrill’s life during Old Abram’s attack on Fort Watauga. Heroics include leading frontier settlers in thirty-five campaigns against Indians. He later became the only governor of Franklin and the first governor of Tennessee.

Proclamation Line of 1763 was a line drawn by the British along the western mountain ranges (Appalachian Mountains from Maine to Georgia) which forbade western or frontier settlement. It identified the lands west of the line as Indian land which the British hoped would end troubles with the Cherokee.

Suggested Resources

Books

Seedtime on the Cumberland, by Harriette Simpson Arnow

Tennessee, A Short History, Second Edition, by Robert E. Corlew

200 Years through 200 Stories, by Anne Klebenow

History of Middle Tennessee, by A. W. Putnam

Tennessee Blue Book, published by Secretary of State's Office

The Tennessee Encyclopedia of History & Culture, published by Tennessee Historical Society

Websites

www.state.tn.us/sos/bluebook/online/bbonline.htm

State of Tennessee Bluebook

www.state.tn.us

Tennessee's official website

www.state.tn.us/sos/statelib/pubsvs/intro.htm

Tennessee State Library & Archives

www.tnmuseum.org

Tennessee State Museum website

www.google.com

Search engine