

Conflict and Cooperation: The Cherokee and Settlers in Tennessee Lesson Plan

Introduction:

The interactions of the Cherokee and early settlers in Tennessee were complex and provide many examples of both conflict and cooperation that mirror the larger story of European and Native American interactions in North America.

Guiding Questions:

In what ways did the Cherokee and early settlers cooperate?

What were the causes and results of conflict between the settlers and the Cherokee?

Learning Objectives:

The learner will analyze primary and secondary sources for examples of conflict and cooperation between the Cherokee and settlers.

The learner will demonstrate knowledge of conflict and cooperation by responding to the writing prompt with a written piece of two to three paragraphs.

Materials Needed:

[Artifact Activity card: Cherokee Trade](#)

[Artifact Activity card: Cast Iron Cannon](#)

Map- [A draught of the Cherokee Country: on the west side of the Twenty Four Mountains, commonly called Over the Hills](#) Tennessee State Library and Archives

Informational Text- [Watauga during the Revolutionary War](#)

Writing Prompt:

Write a paragraph that describes examples of cooperation and conflict between the Cherokee and settlers on the Tennessee frontier.

Lesson Activities:

Activity 1 Review and Discuss prompt and prior knowledge



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Whole Class Activity

Begin the lesson by showing the students the prompt and discussing the elements that will need to be included in the writing. Also, review prior knowledge of interactions between Native Americans and colonists.

Activity 2 Informational Text- [Watauga during the Revolutionary War](#)*Whole Class Activity*

Read the text *Watauga during the Revolutionary War* to the class. Read the text a second time. Ask students to annotate their copy of the text by highlighting the names in the article. Ask them to underline examples of conflict or cooperation in the text. They will also draw “smiley” faces near examples of cooperation and “frowny” faces near examples of conflict. Events should be categorized as conflict or cooperation and listed on the board. The names of key people will be listed as well.

Activity 3 - Map- [A draught of the Cherokee Country: on the west side of the Twenty Four Mountains, commonly called Over the Hills](#)*Whole Class Activity*

Students will be asked to identify any places mentioned in the text on the map. Ask students to infer what the small ^ shapes on the map represent. Students will likely guess that they represent Cherokee houses. Ask students to determine the largest and smallest Cherokee towns shown on the map. Next, ask students to identify any evidence of European settlement shown on the map. Students should locate Fort Loudoun and another fort that is listed as having been built by Virginians in 1756 and destroyed by the Indians soon after. Ask the students why the statistics on numbers of warriors per town were included on the map? Decide if the map should be listed in the conflict or cooperation columns or both.

Activity 4 Photograph - [Artifact Activity card: Cast Iron Cannon](#)**Photograph-** [Artifact Activity card: Cherokee Trade Beads](#)*Partner Activity*

Give the students copies of the Cast Iron Cannon card and have them read or read to them the explanation beside the image and the description of Fort Loudoun on the back. Discuss the military alliance that existed between the British and Cherokee as well as the reasons it was broken. Decide if the cannon photograph should be



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listed in the conflict or cooperation columns or both. Give the students copies of the Cherokee Trade Beads card and have them read the explanation beside the image. Discuss the idea of cultural exchange. Make sure to note that the Cherokee were sharing their culture with the beads and Reverend Martin was sharing his culture by preaching to the Cherokee. Decide if the beads should be listed in the conflict or cooperation columns or both.

Activity 5- Writing Task

Individual Activity

Ask students to use examples from the discussion to write a paragraph based on the prompt introduced earlier. The teacher may need to support student writing by providing a thesis sentence. Another option would be to have the class work together to write one paragraph on cooperation that would serve as a model for individual paragraphs on conflict.

Assessment:

Students will be assessed on their participation in the analysis activities as well as formally assessed on the writing assignment

Extending the Lesson:

Have students compare the interactions of the Cherokee and settlers in Tennessee with that of Native Americans and settlers in New England noting the similarities and differences.

Have students select one of the key figures in the lesson such as Attakullakulla (Little Carpenter) as the focus of a short research project.

