

Lesson Design: Conflict and Cooperation

1. Select the state standard that you wish to teach with this lesson.

8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts.

I selected standard 8.9 because it is one of the standards that may have an extended response prompt written for it. The standard includes several aspects of Native American and colonial interactions which makes it ideal for creating a lesson using a variety of primary and secondary sources. Additionally, standard 8.9 requires students to “cite textual evidence” so it is perfect for creating a writing prompt.

2. Determine the outcome or goal of the lesson based on the standard.

I decided that the outcome or goal of the lesson would be to have students analyze primary and secondary sources related to conflicts and cooperation between Native Americans and colonists. They will demonstrate mastery of the concepts by writing two to three paragraphs that cite evidence from at least three different sources including one text source.

3. Write prompt and guiding questions for the topic.

I reviewed the sample extended response item available from the state assessment website to make sure that the structure and format of my prompt and guiding questions aligned with the state’s expectations. I also made sure to include the focus areas listed in the standard in the prompt so that students could be sure to mention those concepts in their papers.

Standard 8.9

Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts.

Prompt and Guiding Questions for 8.9

Write an essay of two to three paragraphs that cites textual evidence of both conflict and cooperation between Native Americans and colonists.

- Include details about agriculture, trade, cultural exchanges, military alliances and conflicts.

4. Select primary and secondary sources for student analysis in this lesson.

Standard 8.9 does not mention any specific groups of Native Americans or colonists to be covered in this lesson. I wanted to use sources related to Tennessee both to help cover Tennessee specific content in the standards and help students relate to the content. By looking at where standard 8.9 falls in the curriculum, I determined that the standard is most likely addressing conflicts and cooperation in the late 1600s or early 1700s so I selected materials from those eras. I reviewed the [TCAP Grade 8 ACH Blueprint](#) to determine the types of sources to be included in the prompt. I decided to include one of each type listed so that students could have experience with each type.

Photographs- *Artifact Activity* card: Cherokee Trade Beads

Artifact Activity card: Cast Iron Cannon

I began by selecting a photograph to use in the lesson. I choose to begin with the photograph because I knew it would have to be a photograph of an artifact as there are no photographs from that era. I selected two images from the *Artifact Activity* cards: Cherokee Trade Beads, 1758 and Cast Iron Cannon available from teachTNhistory.org, created by the [East Tennessee Historical Society](#). I selected the trade beads as an example of both cooperation and cultural exchange. I selected the cannon as both an example of a military alliance and a conflict.

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

It is often difficult to find maps for Tennessee's early settlement period. I searched the [Historic Maps Collection of the Tennessee State Library and Archives](#) for a map that fit the standard. I decided on a map titled "A draught of the Cherokee Country: on the west side of the Twenty Four Mountains,



commonly called Over the Hills” also commonly known as the Timberlake map for its creator Lt. Henry Timberlake. I selected this map because it shows the location of Fort Loudoun and several large Cherokee towns. The cannon pictured on one of the cards I selected is from Fort Loudoun.

Primary Source Document- [Watauga Purchase](#) (transcribed)

[Watauga Purchase](#) (original)

I selected a transcribed version of the Watauga Purchase for the lesson. I chose the document because it demonstrates cooperation between the settlers and the Cherokee. The Tennessee State Library and Archives has the first land grant book for the future state of Tennessee which has the Watauga Purchase written in the front.

Legal Document- [Treaty of Hopewell, 1785](#) (transcribed)

The Watauga Purchase is a legal document so I did not have to choose an additional source for this lesson. However, because students often find understanding legal documents difficult, I decided to include an additional document. I choose the Treaty of Hopewell, 1785 because it demonstrates the continuing cooperation between the settlers and Cherokee but also hints at conflicts.

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

I selected a content essay about the Watauga Settlement. I selected the essay because it describes examples of conflict, cultural exchange and agriculture. It also gives students context for understanding the primary source documents.

5. Determine order and structure of lesson activities.

If students have not worked with these types of sources before, they may need additional time to work through the analysis activities described below. You may also want to omit Activity 6 to streamline the lesson. The lesson activities for each source are extensive because standard 8.9 falls early in the curriculum. By spending more time teaching students how to analyze sources in this lesson, students will be better prepared to analyze sources in subsequent lessons. The



goal is for students to be able to analyze sources independently in preparation for the state assessment.

Activity 1 Review and discuss prompt and prior knowledge

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.

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

Individual/Partner Activity

I decided to begin the lesson by having the students read the informational text. Before reading, preview the text with the students and guide them in pronouncing unfamiliar names in the text such as Attakullakulla (Little Carpenter). Students will then annotate the text by circling or highlighting key people. They will also draw smiley faces near examples of cooperation and frowny faces near examples of conflict. After students read and highlight the document, they will partner with another student to discuss and review their annotations. Then discuss the text as a whole class. 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 Hill](#)

Whole Class Activity

I decided to analyze the map next because several of the locations mentioned in the informational text can be located on the map. 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, but never manned 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

I decided to analyze the images next to build on the visual literacy skills used in analyzing the map. Give the students copies of the Cast Iron Cannon card and have them read 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 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 Primary Source Document- [Watauga Purchase](#) (transcribed)

Small Group or Partner Activity

By this point in the lesson students have built a good base of knowledge about the relationship between the British and the Cherokee. Therefore, they are ready to tackle the more difficult language of the Watauga Purchase. Begin this activity by reading and discussing the introduction to the document. Make sure students understand that the document is describing the sale of land before they begin reading. Also point out that some of the important people they have already discussed are named in the document, though their names may be spelled differently. Guide students' reading by giving them the following questions to answer with the document: Who is the original owner of the land? Who is purchasing the land? What price is to be paid for the land? Does this



document represent cooperation or conflict? Did the Cherokee have a choice in selling the land? What would have happened if they had refused to sell? Give the students time to read and then discuss their answers to the questions. Decide if the primary source document should be listed in the conflict or cooperation columns or both.

Activity 6- Legal Document- [Treaty of Hopewell, 1785](#) (transcribed)

Partner or Small Group Activity

Since the Watauga Purchase document studied in activity 5 is a legal document, it is not necessary to do a detailed study of the Treaty of Hopewell. Before the lesson, select excerpts from the document for students to read. Articles 1, 2, and 11 are relatively short and easy for students to understand. Have students to read and summarize Articles 1 and 2. Ask them why they think the treaty was necessary and what might have caused the conflict. Have students read and summarize Articles 11 and 13. Ask them to infer why the United States would want Article 11 and why the Cherokee might resist it. Decide if the Treaty of Hopewell should be listed in the conflict or cooperation columns or both.

Activity 7- Review of documents/ Preview of Writing Task

Whole Class Activity

After analyzing the various sources, review the writing prompt with students. Ask them to identify which sources provide evidence for each of the sub-topics in the prompts such as agriculture, trade etc.

6. Assessment

The writing prompt that will be used to assess mastery of the objective was created in step 3. Students will be instructed to write two to three paragraphs in response to the prompt. Because of the extensive preparation provided in the analysis activities, students should complete the writing quickly. Using either the rubric created by the state or a modified version of it will streamline the grading process.





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