

# The British and the Cherokee on the Tennessee Frontier

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## **Introduction:**

The relationship between the British and the Cherokee was complex. This lesson explores those complex relationships using a number of primary source documents

## **Guiding Questions:**

What do the sources tell you about the relationship between the British and the Cherokee?

## **Learning Objectives:**

The learner will analyze primary and secondary sources to describe the relationship between the British and the Cherokee.

## **Materials Needed:**

*Source Set 1: Deer Trade*

*Source Set 2: Attakullakulla*

*Source Set 3: Cultural Misunderstandings*

*Source Set 4: Fort Loudoun*



## Writing Prompt:

Was the relationship between the British and the Cherokee mostly positive or mostly negative? Cite evidence from the sources to support your answer.

## Lesson Activities:

### **Activity 1: Document Analysis**

#### **Small Group Activity**

Divide the students into groups of 4. Give each group one of the document sets. You may need to make more than one of each document set to keep group sizes small. Each group will need a copy of the essential questions for each document set. Allow each group to spend about 15 minutes examining the documents and responding to the questions. After 15 minutes, have the student groups rotate to the next document set. Repeat until all groups have examined all the document sets.

### **Activity 2: Class Discussion**

#### **Whole Class Activity**

Have each student group report on the document set they visited last. Focus on their answer to the essential question and ask them to provide evidence to support their conclusions.

### **Activity 3: Writing Activity**

#### **Individual Activity**

Students will respond to the writing prompt. Remind students to provide evidence to support their answers. Allow students to review the various documents as well as their group's notes while completing the writing activity.

**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.

