

An Interview with a Longhunter



Connecting with Us

1. After receiving your confirmation email from us, be on the lookout for a follow up “Webex Meeting Invitation” email from our Webex account, which is our web-conferencing software. If you prefer, follow the directions to add the event to your calendar. Make sure to keep this email because it includes your log-in information for our digital classroom.
2. We will also schedule a test connection about a week before our program in order to work out any bugs that may come up on either end. This will be scheduled at a date and time that is convenient for you.
3. **At our scheduled program time**, please click the link included in your “Webex Meeting Invitation” email labeled “join the meeting.”
4. This will take you to the Webex site where you will provide your name and email address you gave us on your reservation form. You are now connected with us!
5. Once you are in our classroom, click “Connect Audio and Video” and we will be able to begin class!

*If you need to use a different web-conferencing program, other than Webex, please contact us to make other arrangements.

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FOR THE TEACHER

Thank you for inviting the Tennessee State Museum's Education Department to be a part of your classroom experience. We are excited to work with your students and contribute a unique and valuable educational experience to your curriculum.

In order to maximize the effectiveness of the Interview with a Historic Figure program, we have provided you with activities and materials that can be done in the classroom before, during, and after we connect with you. These activities are designed to prepare the students for our class, keep them engaged and organized during the lesson, and provide them with reflection after we leave the classroom. **If you end up not having time to review these materials before our session, please be sure to at least review the first page of the activity packet so your students will know who they are going to interview.** We hope that this will help to create an enjoyable and educational experience for your students!

Pre-Visit:

Materials:

Several primary and secondary reading samples (these deal with the themes surrounding the historical figure that will be discussed during the program), writing prompts, KWL chart

Goal:

Students will read over the provided materials critically. This will not only give the students more information on the time in which the historic figure lived, but it will also help encourage them to want to learn more about what life was like during their time. Student's understanding of the passages can be gauged by using the provided writing prompts or in a class discussion led by you. They will then be able to fill out the first two boxes of the KWL chart. They should be able to list several things they already know about the subject being discussed and generate thoughtful, targeted questions that they would like to ask during our class. (It will be beneficial to have the students generate their questions based on the themes found in the information packet. Students can even be grouped together based on the themes.)

Connecting with Us:

Materials:

KWL chart, question cards (included in information packet), note taking section

Goal:

Students will use the questions generated on their KWL chart, during the interview, to keep their thoughts clear and to ask us thoughtful questions. As our educator interacts with the students and answers questions, your class is welcome to take notes on the new information

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they learn. If students have trouble coming up with questions, note cards have been provided with prepared questions relating to the themes in your packet. These can be used by the teacher, or students, to spark conversation and to help them form any new questions. Please only use these cards if your students truly need a little nudge in the right direction.

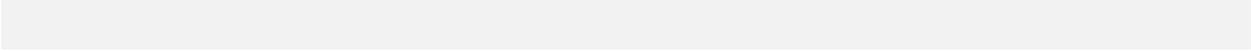
Post-Visit:

Materials:

KWL chart, Writing a News Article prewriting sheet

Goal:

Students will now be able to complete the KWL chart by using the notes they took during the interview. They should also have a better understanding of the time period through the main themes discussed and be able to identify the many ways in which everyday life has changed over many years. Students should be able to take this knowledge and write a news article (blog post, etc.) in order to share what they learned with others. The prewriting sheet included will help the students focus their thought process prior to writing.



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Writing a News Article:

It is 1796. Tennessee has just been added as the 16th State to join the Union. That means that at least 60,000 people are living within the boundaries of Tennessee. However, you and your family have been here for decades when your father, a Longhunter, migrated from Virginia in the 1700s as part of a hunt in Middle Tennessee. All of this fascinates you! So, you are going to be a reporter that will write an article to show people living in the east a better and more complete understanding of the Tennessee frontier. In order to do this you have a unique opportunity to interview a Longhunter. Remember, this is a very different time for America: many Americans are farmers, for many areas, this is the first time someone has lived in the area for centuries, news does not travel fast, for example a newspaper isn't in Tennessee until 1791.

In order to prepare for your story, you must organize your thoughts before you begin the interview. Use the questions below to help you prepare.

What type of writing will this be?

Fiction Nonfiction

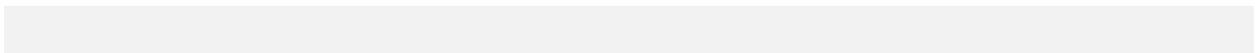
What is the purpose of this writing?

To Persuade To Inform To Tell a Story To Compare/Contrast

Who is your audience (who will be reading your piece)?

What do you want your audience to know when they have finished reading your piece?

What will the focus of your story be? (examples: life as a Longhunter, who or what did these hunters encounter on their journey, why did they go to Tennessee, equipment and tools of the hunt, etc.)



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PRIMARY SOURCE

THEME: A Long Hunt of 1768

These two letters are about a long hunt in Tennessee during the summer and fall of 1768 and winter of 1769.

LETTER 1

On the second of June a company of about 20 adventurers or more from North Carolina, from Rock Bridge in Virginia, and from New River, assembled on Reedy Creek, which empties into New River. Robert Crockett, Thomas Gordon, Humphrey Hogan, Cash Brooks, Kasper Mansker, Abraham Bledsoe, Joseph Drake, Obadiah Terril, Uriah Stone, Henry Smith, Ned Carven and I were of this company, each man having with him several horses. I had three. We set off and came to the head of the Holston, then down the Holston to the Wolf Hills, thence to the North Fork of Holston, thence to Clinch River at Moccasin Gap. We next came to Powell's Valley, thence to the gap of the Cumberland Mountains, thence to Cumberland River.

John Rains c. 1823 (to John Haywood)

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PRIMARY SOURCE

THEME: A Long Hunt of 1768

LETTER 2

We remained until the spring of 1769. Some of the party returned to the settlements, but myself, Uriah Stone, John Baker, Thomas Gordon, Humphrey Hogan, Cash Brooks, and others, ten in all, built two boats, two trapping canoes, and together with a boat we found, loaded them with furs and meat and started to Fort Natchez a trading. We sailed down and discovered the French Lick. I saw the greatest number of buffalo and wild game that I ever beheld in one place. The lick and the old fields were crowded with them, and were filled with their bellowing. We killed a number to get to their hides to cover our boats. There we discovered a stockade garrison on the mount, which we suppose to be built in their retreat of the Cherokee Indians, who had been defeated by the Chickasaws. Another was discovered on Big Harpeth and on Caney Fork.

We sailed on the mouth of Cumberland, but here misfortune befell us. We were defeated by the Mountain Leader (Piomingo) and John Brown and 25 others who were on their way to war with the Seneca Indians. They done us no personal injury, but robbed us of two guns, some ammunition, salt, and some tobacco. Fortunately we met some friendly French boats on their way to Illinois, who let us have salt, tobacco, flour, and some tafia. The latter was the most agreeable of all, as we had been long without the taste of spirits. The we pursued our journey to Fort Natchez where, finding no sale for our produce, we sailed on to New Orleans.

John Raines

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SECONDARY SOURCE

THEME: A Long Hunt 1768

The Journey

Almost from the time of Spanish Exploration, Europeans had been trading with Native Americans and Tennessee was no different. Explorers like Hernando de Soto and Juan Pardo, first traveled to Tennessee between 1540-1567 in search of gold; later, French trappers began trading hides and powdered weapons with Natives. Eventually, English Colonists would decide to hunt for their own hides instead of trading for them. Today, we know those men as Longhunters. During this time, settlement in Tennessee was considered illegal to any non-Native Americans. King George III in his Proclamation of 1763 made it well known that the area between the Appalachian Mountains and the Mississippi River was a Native American reservation.

Where did Longhunters come from? Longhunters were English Colonists that primarily came from North Carolina, Virginia, and Pennsylvania. They were outdoorsmen, used to living off the land, and procuring what they owned through trading and hunting.

Native Americans taught these Longhunters how to make canoes, clothing and moccasins from leather. Moccasins were common footwear worn by Longhunters because the material was easy to work with and repair. These items would have been needed as soon as their party reached the headwaters of the Tennessee river system.

Although Longhunters primarily hunted deer throughout Tennessee, they would also hunt buffalo and bear. They would either take their skins back with them across the Mountains or sell them downriver.

Life would have been difficult while on the trail. Most Longhunters travelled by themselves or in very small groups, often for 4-7 months at a time with some hunts lasting 2 years. A Longhunter named Thomas Sharpe Spencer, was considered to be the first white settler in Middle Tennessee and is said to have spent part of a winter living in a sycamore tree.

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PRIMARY SOURCE

THEME: Tools for the Hunt



This object might be the most important tool a Longhunter carries with them. Think about how many ways a Longhunter could use the knife pictured above.



Longhunters carried haversacks just like this one while hunting in what would become Tennessee. They would often have just one haversack to provide them with four to twelve months of supplies. What supplies would you try to pack if you were going to hunt alone in Tennessee for ten months?

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PRIMARY SOURCE

THEME: Tools for the Hunt



This powder gourd belonged to the Longhunter, Isaac Bledsoe. Many Longhunters had to use objects around them as tools while hunting in Tennessee. Why do you think Isaac chose a gourd as a container to hold his black powder?



This fork and spoon combo belonged to Daniel Boone. Why do you think it was important to combine these two utensils? Why do you think the fork looks different than forks we use today? Notice it has sharp, not rounded, prongs on the end.

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SECONDARY SOURCE

THEME: Tools for the Hunt

Longhunter Camp

The tools Longhunters would carry were just as important as their prized Long Rifle. The hunter had to sustain themselves anywhere from 6-24 months at a time. Their tools not only had to provide for them immediately, but would also have to help them gather supplies on the trail.

Knife: Arguably the most important, if not the most essential tool a Longhunter would carry. A knife was not just for skinning animals to make clothing, but it was also used for cutting tree limbs for shelter, cutting fruit/food and numerous other purposes. If a hunter lost their knife, their whole hunt would be ruined and their life could be threatened.

Long Rifle: The long rifle is quite a distinct weapon. Preferred by Longhunters because of its accuracy of several hundred yards, the barrel was grooved on the inside allowing a bullet to spin when exiting the barrel. This meant that bullets could travel further and be more accurate. The rifle used a flintlock system, which means the ignition system used flint (a hard mineral) as the primer (device responsible for igniting a spark) and black powder would be ignited from a spark, propelling the bullet forward.

Haversack: This carried many of the tools that Longhunters would take with them. These sacks were normally made out of leather or a durable cloth.

Salt Shaker: Although Middle Tennessee had an abundance of sulfur springs and salt lick (a place where animals can lick concentrated salt minerals from the ground), Longhunters would still carry salt with them. Salt is a necessary ingredient for human survival. Longhunters would have used salt to preserve meat and to add seasoning to food.

Powder Horn/Gourd: Gunpowder is made of sulfur, charcoal, and saltpeter. This combination had to be manufactured, which did not begin in Tennessee until the 1700's. Longhunters would have to carry large amounts with them on their hunts, or resort to trading for it with Native Americans or other hunters.

Axe/tomahawk: Longhunters would have carried a small axe head with them as well; this would have mostly been for combat and cutting through foliage. They were modeled after a Native American tomahawk.

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PRIMARY SOURCE

THEME: The Native Response.

The next three entries are responses from Cherokee Native Americans about the encroachment of English Longhunters and Colonists. Think about the tone of the Native Americans who made these statements. How do you think they feel about the issue of white settlers and hunters coming onto their land?

“When the King’s Proclamation was read to us, we were promised a quiet possession of our lands. We are poor people depending on the woods as our support, without the means of redressing ourselves but by violence, which we do not choose to exercise against our brothers.” - Unnamed Cherokee 1766

“The white people pay no attention to the talks we have had. They are hunting in bodies in the middle of our hunting grounds. The whole nation is filling with hunters, the guns rattling both up and down the river.” – Oconostota 1769

“The Great Being above gave us the land, but white people seem to want to drive us from it. I pity the white people, but the white people do not pity me.” - Attakullakulla

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SECONDARY SOURCE

THEME: The Native Response

Native American Tribes in Tennessee

Tennessee was home to several Native American tribes prior to statehood in 1796. There were the Cherokee, Creek (Yuchi), Chickasaw and Sewanee tribes living across the state. Middle Tennessee was used as a shared hunting ground by the Cherokee and Chickasaw, with the Creek occasionally using it for hunting as well.

The word “Cherokee,” an Algonquian speaking peoples, is Creek for “*People who speak a different language.*” It is thought that the Cherokee moved into East Tennessee before recorded history; because of primary sources, we *do* know that during the 16th century, Hernando De Soto encountered them while travelling through the Southeast. The Cherokee are a matrilineal society, meaning that traditions, heritage, and member clans are all passed down through the mother’s side. This also meant that someone could still become a Cherokee even if their father was not an ancestral member of the tribe.

The Chickasaw have deep roots in Tennessee too. This tribe can actually trace their ancestry to Pre-Historic Native Americans in West Tennessee. It is thought that the Chickasaw might have come from Mexico around the time the Aztecs were rising to power in Central Mexico.

The Creek Confederation, or Muscogee, does not consist of one single tribe. Over time, many tribes in the area joined together to combat the rising tide of English Settlement, creating this large confederation. In Tennessee, members of these tribes living in the eastern part of the state were known as the Yuchi, and they were eventually pushed out of a large portion of the state by the Cherokee. In fact, many towns that were taken by the Cherokee continued being called by their own Yuchi names. Just like the Chickasaws, the Creeks have been able to trace their lineage into the Pre-historic Native Americans living all over the Southeast.

The Shawnee people once lived around the Allegheny Mountains but, like the Cherokee, they were pushed south by the rising tide of European immigration. As a result, a small group attempted to settle on the French Lick (or Big Salt Lick) located in what is now Nashville. They were the only permanent settlement in Middle Tennessee from the end of the Pre-Historic era (around 1450) until 1779. The Cherokee eventually forced the Shawnee back North.

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Use this space below to take notes during the interview with the Longhunter. You will want to write down the things that surprised you throughout the interview.

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What we **K**now

A large, empty, rounded rectangular box with a black border, intended for notes under the 'What we Know' heading.

What we **W**ant to know

A large, empty, rounded rectangular box with a black border, intended for notes under the 'What we Want to know' heading.

What we **L**earned

A large, empty, rounded rectangular box with a black border, intended for notes under the 'What we Learned' heading.

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A Long Hunt

- What caused expansion West?

A Long Hunt

- Why would people hunt in Tennessee?

A Long Hunt

- Are the Longhunters the only ones in Tennessee at this time?

A Long Hunt

- Where would Longhunters come from?

A Long Hunt

- Why was a canoe or boat needed by a Longhunter?

A Long Hunt

- How long did it take to complete the Long Hunt of 1768?

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Tools for the Hunt

- Why would a knife be the most important tool?

Tools for the Hunt

- Why would the Longhunters be taking pelts back?

Tools for the Hunt

- What kind of shelter did you use in between hunts?

Tools for the Hunt

- What other tools do you think Longhunters would have used?

Tools for the Hunt

- Do you think any of the tools were made with knowledge gained from Native Americans?

Tools for the Hunt

- Why would you choose to be a Longhunter?

An Interview with a Longhunter

Native Response

- How did the Native Americans respond to European expansion?

Native Response

- Were Native Americans displaced by European Expansion?

Native Response

- What impact did Longhunters have on the lives of Native Americans?

Native Response

- Did Longhunters have the right to hunt in this area?

Native Response

- Although Longhunters were primarily in Middle and East Tennessee, do you think they encountered the Chickasaw?

Native Response

- How do you think Native Americans responded to Longhunters?

Fill in the Venn diagram with at least three ways that Longhunters and Native Americans were the same and at least three ways that they were unique.

