GOAL
To immerse students in various aspects of Tennessee’s land and people, specifically the products and individuals that have impacted both the physical and cultural landscape of the state.

CONTENT
The lessons within this trunk provide a detailed exploration of Tennessee through an interactive, oversized state map. This state map is integral to the trunk and its theme. Through a geographical investigation of the state, students will uncover what makes Tennessee truly unique, a state that holds a wealth of resources within its borders. Beginning with its most basic layout, students will add to the map to discover the products, land forms, and individuals that have shaped Tennessee’s identity within the United States and the world. This trunk contains activities for small group work, whole class discussions, and individual inquiry.

OBJECTIVES
• Introduce and explore both basic and complex map skills
• Familiarize students with Tennessee’s geography
• Allow students to develop a new spatial perspective of the state
• Create a product map that represents Tennessee’s notable exports and points of interests
• Explore settlement patterns and how they affect the composition of the state, both currently and historically
• Investigate the lives of several notable Tennesseans and their personal journeys through the state and beyond through literacy and map skills
• Allow students to discover their personal Tennessee story and research their individual counties and regions within the state

INTRODUCTION
As the 16th state to join the union, Tennessee has an interesting and complex history that provides a window into the much broader story of the United States. Beginning as a wild and expansive frontier and later transforming into a mixture of urban and rural environments, Tennessee has proven itself to be one of the most diverse and appealing states in the nation. This is one of many reasons that Tennessee’s land and people are a necessary and vital learning tool for students within the state and throughout the country as a whole.

Composed of vital natural resources, three distinct divisions, and important national waterways, this trunk’s oversized Tennessee map provides a unique and entertaining springboard for students to investigate their home state and individuals who made an important impact.
THREE HISTORY LESSONS

PAGE 3
Making a Tennessee Product Map
In this lesson, students will learn basic map skills and terminology. Secondly, students will label major land forms, neighboring states, waterways, and major cities and then, will create a product map of Tennessee using the oversized Tennessee map and representative objects provided in the trunk materials.

PAGE 5
Settlement Patterns in Tennessee
In this lesson, students will investigate the reasoning behind particular settlement patterns and their impact on Tennessee’s land and population. Students will be asked to make decisions concerning travel and settlement in Tennessee using a combination of map skills and class discussion. Then, students will defend their decisions through information highlighted in Lesson 1. This lesson will interconnect the concepts of land, product, and geography covered in Lesson 1 and the settlement of actual Tennesseans through the state in Lesson 3.

PAGE 7
Tennessee’s People
In this lesson, students will use reading comprehension skills to familiarize themselves with a noteworthy Tennessean. Then, groups of students will track their individual’s life across the state and beyond. Groups will be provided with the opportunity to discuss their individual with the class as a whole. At the completion of the primary activity, the class will conclude map work with a Tennessee state map filled with product and people. This will provide the perfect setting for further student investigation into their place on the map. Students will conclude their time with the large Tennessee map by sharing their Tennessee stories or investigating their home county and neighboring region in further detail.

TREASURE TRUNK INVENTORY

Tennessee Map
Map Label Transparencies
Tennessee Fun Fact Map Guide
Tennessee Products
Labels
Tennessee Treasure Hunt & Key

Tennessee Map
Tennessee Settlement Scenarios
Conestoga Wagon

Tennessee Map
Tennessee Biographies
Images of Famous Tennesseans
My Tennessee Story
INTRODUCTION
Tennessee is one of the most diverse states in the union. Divided into three distinct regions of East, Middle, and West and represented on the state flag by three stars, each section of Tennessee boasts its own unique cultural and geographical merits. Tennessee’s land shapes its geographical identity, but it is the people of Tennessee who have left an indelible mark on the state and the country. The Volunteer State’s residents are as varied as its physical make-up, but at its core, the state of Tennessee is unified by its goal to look toward the future, while relishing the past.

GOAL
To gain valuable and detailed information about Tennessee through map skills

OBJECTIVES
• Students will understand and use basic map skills.
• Students will understand how to read, interpret, and report information from a spatial perspective.
• Students will learn about the geography and resources of Tennessee.

PROCEDURES – PART 1
1. Introduce map concepts with a short activity. On the board, draw a large square to represent the community or town where the students live. Place a rectangle with the name of the school in the center. Embellish your drawing of the school with a bell or triangle if you choose. Draw a second square that will be the “map key” for their community. Remember to add a compass rose.

2. Ask students to think about the things they see when they are outside of the school. For example, do they see fields, buildings, or a road? How can we show these items on a map? (Use symbols to represent these items.)

3. Have students think of some items that could be used on a map key for our community, lines for roads, squares for fields, etc.

4. Now, using the objects on the board, label the images with vocabulary words: “map key” next to the map key, “symbol” next to a symbol, etc. Draw coordinates on your example map and labels the numbers and letters as “coordinates.”

5. The instructor can also highlight additional vocabulary. For example, the icon for the school is the absolute location for the school; the relative location would be mentioning the school’s placement compared to something else. Continued next page
Lesson 1 continued
Making a Tennessee Product Map

6. Now that students have a basic understanding of the vocabulary that will be used in the lesson, unfold the large Tennessee map.

7. First, with the students’ help, label your town, major cities, neighboring states, landforms, rivers, and the geographic divisions of the state. Labels are included in the trunk.

8. Explain that through this map and the map skills they have learned, over the next few days the class will be exploring Tennessee, its land and people.

PROCEDURES – PART 2

1. On a large table or desk, arrange the Tennessee products included in the trunk. Split the class into groups. These objects will be used by the groups to create a product map.

2. Remind students that these symbols are similar to the drawn map symbols that the class discussed on the board during the first session. These objects are merely symbols for a resource.

3. Each symbol is labeled with specific map coordinates. Assign anywhere from one to three items per group depending on class size.

4. Have the students discuss their object. Do they know what it is? Do they know its significance? Do they see it often?

5. After analyzing their object, allow all groups to place their object on the map using the coordinates provided.

6. Using the teacher’s guide, check that the items are located in the correct position.

7. After checking for correctness, discuss each object and its significance to the state. Explanations can be found in the teacher’s guide. Then, have each group place their object(s) on the table.

8. Discuss the activity with the students. Was this exercise difficult? Why or why not? Were they surprised about any Tennessee products? Answer any lingering questions about map skills.

PROCEDURES – PART 3

1. At the beginning of class, divide the students into their groups from the previous session.

2. Then, allow the groups to reposition their object on the map. Check for accuracy.

3. Pass out the Tennessee treasure hunt worksheet to each group. Allow an appropriate amount of time for investigation.

4. Next, as a whole class, discuss each group’s findings. Use the teacher’s guide to discuss the answers to the treasure hunt.

ASSESSMENT

Students will complete an introductory vocabulary exercise and successfully place symbols on their coordinates to form a product map. Then, students will use the map to complete a “Tennessee treasure hunt.”
Introduction
The United States flourished as a fledgling nation as a result of several factors, but none more impactful than the concept of Manifest Destiny. Settlers redefined their ideas concerning land and adopted the belief that the destiny of every man, woman, and child in the United States was to venture into the unknown and claim their spot upon the vast expanse of land that was America. This concept transformed the country. The idea of boundaries was never a notion that lasted long in the minds of Americans, both to their credit and detriment. In Tennessee, settlement patterns were shaped by the unique geography that has come to define the state. The three Grand Divisions of Tennessee were each settled in their own timeline and layout. This lesson looks to investigate how Tennessee and its major cities formed the distinctive and prosperous state it is today.

Goal
To investigate settlement patterns in Tennessee by using scale, direction, and elevation

Objectives
• Students will discuss factors that influenced frontier settlement patterns.
• Students will investigate the settlement history of Tennessee’s three major cities.
• Students will use map skills to navigate the geography of Tennessee and acclimate themselves to Tennessee’s landscape and counties.

Assessment
This activity will be primarily teacher led. However, students must actively participate for the lesson’s success. As questions are posed and options for travel are negotiated, students will be assessed by their interaction and ability to navigate the map. Prior lessons have provided explanations of map skills. Assessment in this lesson will focus on students’ abilities to use these skills to make decisions, comprehend historical facts, and investigate the map to discuss the history of Tennessee, its land and people. Continued next page
PROCEDURES
1. The instructor will ask students to remove their shoes and sit in a circle around the large map.

2. Then, the instructor will explain that settlement was determined by several factors, a few factors being: geographic features of the land (i.e. rivers or mountains), transportation options, and population.

3. The instructor will then explain that the class will listen to him/her read a short scenario aloud (See Lesson 2 Resource tab) and as a class, decide how to proceed along the map to “settle” Tennessee, specifically Nashville, Knoxville, and Memphis.

4. As the class answers the questions, move the wagon or flatboat along the path provided in the scenario. Draw students’ attention to certain geographic or historical factors mentioned in the readings that should affect their decisions. Focus on using map skills, particularly direction, scale, and elevation.

CONCLUSION
Have the students discuss similarities they see in the settlement of the three major cities in Tennessee. Discuss the fact that these cities are, even today, thriving. Discuss the less populated areas of the state. Why do students think that some areas became extremely populous while others did not? Make sure students’ answers reference the geography of the state and details discussed during the lesson. Next, transition into Lesson 3 by explaining that we have discussed the Tennessee’s land, how people generally settled the major cities, and now we will discuss specific people who made an impact on Tennessee.

EXTENSION
Have students research and create their own settlement scenario based on the skills and information discussed in the lesson. Then, allow groups to present their Tennessee journey to the class and explain why and how they created their settlement scenario based on what they have learned about settlement patterns.

Have students research how their hometown came to be settled. Were there geographical features which encouraged people to settle there?
Lesson 3

Tennessee’s People

INTRODUCTION
Tennessee is not only composed of land and product, but the state is also home to many influential individuals who have spent their lives making a positive impact on, not only Tennessee, but also the world. This lesson will introduce students to a few of these individuals and their accomplishments while tracking their journey, both literal and figurative, through the state.

GOALS
To learn about individuals who live or have lived in Tennessee and visually recreate their journey through map skills. They will connect the impact that landforms, natural resources, human interaction, and economics have on an individual’s choice of movement and settlement. Students will also investigate their place in Tennessee history.

OBJECTIVES
• Students will identify settlement patterns.
• Students will locate and predict places in Tennessee that would attract persons from different heritages and professions.
• Students will learn about individuals who impacted Tennessee history.
• Students will use map skills to explain the lives of Tennesseans and their own Tennessee history.

ASSESSMENT
Students will comprehend a short biography of a notable Tennessean, correctly track the movements of their assigned individuals, and orally justify these movements with information from the reading assignment. Students will also use a personal artifact to tell their “Tennessee story” to the class. Continued next page

CURRICULUM STANDARDS
See page 11 for the state and national curriculum standards for this lesson.

LESSON 3 RESOURCES
The handouts and worksheets are located as a pdf on the CD and as a hard copy in the back of the book under the Lesson 3 tab.
PROCEDURES – PART 1
1. Divide students into groups of two or three depending on class size.
2. Explain that this class session will use the Tennessee map to focus on the individuals, both from the past and present, who have lived in Tennessee and their journey throughout the state and the nation as a whole.
3. Give each group a biography and images of an individual who lived in Tennessee. (Behind Lesson #3 tab)
4. Allow students an appropriate amount of time to read the biography. Remind each group to note the different locations where these people lived and their reasons for moving as they read their biography.
5. Next, have each group place images of their individual on the map to show where they lived. Coordinates are located next to each county mentioned in the biographies. These coordinates will utilize the map skills covered in Lesson 1.
6. After each group has tracked the geographic life of their individual, have the students explain to the class the moves and motivations of each of these Tennesseans. Instructors can also investigate by posing questions. Did their individual run for state or national office? Did the individual's marriage play a role in their relocation? Were they forced to move? Did their career play a part in the move? These are questions that might focus the students’ explanations.

PROCEDURES – PART 2: OPTIONAL
1. After the initial investigation of Tennesseans in Part 1, inform students that their homework is to investigate their own Tennessee story.
2. Each student will be given a handout to guide their investigation. This handout will offer several questions that they might pose to family and friends to discover how they came to live in Tennessee or how their families came to live in Tennessee.
3. Students will also be required to select one artifact that will help explain their Tennessee story. This artifact may be a photograph of a great grandfather, a college shirt, a piece of paper showing their father’s company logo, etc. Whatever the artifact, it should help the student explain their place alongside the many people in Tennessee history.
4. In class, allow each student to explain their artifact and give a brief summary of what their investigation has uncovered about their journey. Next, have students place their artifact somewhere on the Tennessee map as it relates to their story.
Lesson 1: Making a Tennessee Product Map

Grade 1
Social Studies

SSP.01 Gather information from a variety of sources, including:
- Graphic representations

SSP.06 Develop geographic awareness by:
- Identifying geographic symbols on maps and globes
- Understanding relationships between people, places, and resources.

1.04 Give examples of products (goods) that people buy and use
1.05 Give examples of services (producers) that people provide
1.07 Recognize major products and industries found in Tennessee (e.g. agriculture, manufacturing, mining, music, tourism).
1.10 Recognize basic map symbols, including: cities, land, roads, and water.
1.12 Use cardinal directions on a map.

Lesson 2: Settlement Patterns in Tennessee

Grade 1
Social Studies

SSP.01 Gather information from a variety of sources, including:
- Graphic representations

SSP.04 Communicate ideas supported by evidence to:

State Curriculum Standards
- Demonstrate an understanding of ideas
- Predict outcomes
- Illustrate cause and effect

SSP.06 Develop geographic awareness by:
- Identifying geographic symbols on maps and globes
- Understanding relationships between people, places, and resources.

1.10 Recognize basic map symbols, including: cities, land, roads, and water.
1.12 Use cardinal directions on a map.

Speaking and Listening
1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 2
Social Studies
SSP.01 Gather information from a variety of sources, including:
- Graphic representations
SSP.04 Communicate ideas supported by evidence to:
- Demonstrate an understanding of ideas
- Predict outcomes
- Illustrate cause and effect

SSP.06 Develop geographic awareness by:
- Identifying geographic symbols on maps and globes
- Understanding relationships between people, places, and resources
2.15 Use legends and cardinal directions to determine locations on physical and political maps.

Speaking and Listening
2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

Grade 3
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Graphic representations (maps)
SSP.04 Construct and communicate arguments supported by evidence to:
- Demonstrate and defend an understanding of ideas
- Illustrate cause and effect
- Predict likely outcomes

SSP.06 Develop geographic awareness by:
- Determining relationships among people, resources, and ideas based on geographic location (local).
- Analyzing the spatial relationships between people, circumstances, and resources.
- Analyzing interaction between humans and the physical environment.
3.12 Locate the following cities and physical features in Tennessee:
- Cities: Chattanooga, Knoxville, Memphis, Nashville
- Rivers: Cumberland, Mississippi, Tennessee
- Mountain Range: Great Smoky Mountains

Speaking and Listening
3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

High School
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
- Graphic representations (maps)
SSP.04 Construct and communicate arguments citing supporting evidence to:
- Demonstrate and defend an understanding of ideas
- Illustrate cause and effect
- Predict likely outcomes
SSP.06 Develop geographic awareness by:
- Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales
- Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena.
- Analyzing interaction between humans and the physical environment.
CI.06 Identify how geography shapes culture, economics, politics, and history.

Speaking and Listening
9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and ex-
pressing one’s own clearly and persuasively.

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

Lesson 3: Tennessee’s People

Grade 1

Social Studies

SSP.01 Gather information from a variety of primary and secondary sources, including:
- Printed materials
- Graphic representations

SSP.02 Critically examine a primary or secondary source in order to:
- Summarize significant ideas and relevant information

SSP.05 Develop historical awareness by:
- Sequencing past, present, and future in chronological order

SSP.06 Develop geographic awareness by
- Identifying geographic symbols on maps and globes
- Understanding relationships between people, places, and resources.

1.12 Use cardinal directions on a map.
1.23 Use Correct words and phrases related to chronology and time, including: past, present, and future.

Reading

1.RI.KID.1 Ask and answer questions about key details in a text.
1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
1.RI.CS.5 Know and use various text features to locate key facts or information in a text.

Speaking and Listening

1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.
1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.
1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.

Grade 2

Social Studies

SSP.01 Gather information from a variety of primary and secondary sources, including:
- Printed materials
- Graphic representations

SSP.02 Critically examine a primary or secondary source in order to:
- Summarize significant ideas and relevant information

SSP.05 Develop historical awareness by:
- Sequencing past, present, and future in chronological order

SSP.06 Develop geographic awareness by
- Identifying geographic symbols on maps and globes
- Understanding relationships between people, places, and resources.

2.01 Identify various cultural groups within the U.S. and the student’s community.
2.15 Use legends and cardinal directions to determine locations on physical and political maps.
2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation.
2.29 Examine the significant contributions made by people of the U.S., including:
- Sequoyah

Reading

2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.

Speaking and Listening

2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.
2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 3
Social Studies
SSP.01 Gather information from a variety of primary and secondary sources, including:
• Printed materials
• Graphic representations
SSP.02 Critically examine a primary or secondary source in order to:
• Summarize significant ideas and relevant information
SSP.06 Develop geographic awareness by
• Determining relationships among people, resources, and ideas based on geographic location
• Analyzing the spatial relationships between people, circumstances, and resources
• Analyzing interaction between humans and the physical environment
3.02 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.
3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.
3.12 Locate the following cities and physical features in Tennessee
• Cities- Chattanooga, Knoxville, Memphis, Nashville
• Rivers- Cumberland, Mississippi, Tennessee
• Mountain Range- Great Smoky Mountains
3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.

Reading
3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
3.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 3 topic or subject area.
3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.

Speaking and Listening
3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.
3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.

Grade 4
Social Studies
SSP.01 Gather information from a variety of primary and secondary sources, including:
• Printed materials
• Graphic representations
SSP.02 Critically examine a primary or secondary source in order to:
• Summarize significant ideas and relevant information
SSP.06 Develop geographic awareness by
• Determining relationships among people, resources, and ideas based on geographic location
• Analyzing the spatial relationships between people, circumstances, and resources
• Analyzing interaction between humans and the physical environment
4.18 Analyze the impact of Andrew Jackson’s presidency, including: The Indian Removal Act, Trail of Tears.

Reading
4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.

Speaking and Listening
4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
4.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.
4.SL.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.

Grade 5
Social Studies
SSP.01 Gather information from a variety of primary and secondary sources, including:
• Printed materials
• Graphic representations

SSP.02 Critically examine a primary or secondary source in order to:
• Summarize significant ideas and relevant information

SSP.06 Develop geographic awareness by
• Determining relationships among people, resources, and ideas based on geographic location
• Analyzing the spatial relationships between people, circumstances, and resources
• Analyzing interaction between humans and the physical environment

5.38 Analyze the impact of Andrew Jackson’s presidency on the American Indian population of Tennessee, including the Indian Removal Act, Trail of Tears

5.40 Identify the impact of important Tennesseans prior to the Civil War, including:
• David Crockett
• Sequoyah (Cherokee syllabary)

5.49 Describe Tennessee’s contributions during World War I and World War II including: the influence of Tennesseans (Alvin C. York)

5.51 Discuss the development of the music industry in Tennessee, including:
• Blues Music (W.C. Handy)

5.52 Identify influential Tennesseans from the late 20th century, including:
• Alex Haley
• Dolly Parton

Reading
5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

Speaking and Listening
5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.
5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

High School
Social Studies
SSP.01 Collect data and information from a variety of primary and secondary sources, including:
• Printed materials
• Graphic representations

SSP.02 Critically examine a primary or secondary source in order to:
• Extract and paraphrase significant ideas

SSP.06 Develop geographic awareness by
• Using the geographic perspective to analyze relationships, patterns, and diffusion across space at multiple scales.
• Analyzing locations, conditions, and connections of places and using maps to investigate spatial associations among phenomena.
• Analyzing interaction between humans and the physical environment.

AAH.31 Describe the contribution of African Americans to the performing arts during this era (e.g. W.C. Handy).

TN.23 Describe the impact of the Indian Removal Act and the Trail of Tears on Tennessee.

TN.24 Discuss the contributions of important figures during Tennessee’s “golden age”, including:
• David Crockett
• Sequoyah

TN.47 Explain Tennessee’s connection to World War I, including the impact of Alvin C. York.

Identify the contributions of influential Tennesseans of the era, including
• Lamar Alexander
• Alex Haley
• Dolly Parton
• Wilma Rudolph

US.25 Identify and explain the impact of the following on World War I
• Alvin C. York

US.30 Examine the growth and popularity of country and blues music, including the rise of: W.C. Handy.

Reading
9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions
11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

Speaking and Listening
9-10.SL.CC.1 Initiate and participate effectively with varied partners
in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.

11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing one’s own clearly and persuasively.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Lesson 1

Making a Tennessee Product Map

LESSON PLAN RESOURCES
1. Tennessee Treasure Hunt & Key
2. Tennessee Fun Fact Map Guide
The Elephant Sanctuary, Hohenwald, TN
Symbol: Elephant
Map Location: E, 9 (Lewis Co.)
The Elephant Sanctuary in Hohenwald, Tennessee, is the nation’s largest natural-habitat refuge developed specifically to meet the needs of endangered elephants. It is a non-profit organization designed specifically for old, sick, or needy elephants that have been retired from zoos and circuses.
http://www.elephants.com/aboutSanctuary.php

Reelfoot National Wildlife Refuge
Symbol: Bald Eagle
Map Location: B, 4 (Lake and Obion Co.)
The Reelfoot National Wildlife Refuge is a 10,248 acre tract of land that is a stopover for many migrating birds including the bald eagle. Visitors can view the bald eagles best during the months of December through March.
Also, the largest earthquake in American history, the New Madrid Earthquake, occurred in the winter of 1811-12 in this area. Reelfoot Lake located in Obion and Lake Counties was formed during this earthquake.

Graceland
Symbol: Elvis
Map Location: G, 1 (Shelby Co.)
Graceland was the home of Elvis Presley, the world’s most famous singer. With more than 600,000 visitors per year, it is the second most visited house in the country. Only the White House has more visitors.

Tennessee Walking Horse National Celebration
Map Location: E, 12 (Bedford Co.)
Tennessee is the only state with a breed of horse, the Tennessee Walking Horse, as a namesake.
Shelbyville, TN is the home of The Tennessee Walking Horse National Celebration, which takes place each year in late summer for the eleven days ending on the Saturday night before Labor Day.
Nearly a quarter of a million tickets are sold to fans from more than 40 states -- fans that travel to Shelbyville to enjoy the excitement of the Tennessee Walking Horse and its National Celebration.

The Great Smoky Mountains National Park
Symbol: Black Bear
Map Location: D, 21 (Sevier, Blount, or Cocke Co.)
With over nine million visitors annually, the Great Smoky Mountains National Park is the most visited park in America. This 814 square mile park contains over 800 miles of hiking trails. Some 1,500 black bears call this park home.
Strawberries
Symbol: Basket of Strawberries
Map Location: A, 12 (Gibson, Sumner, or Rhea Co.)
Strawberry farms are prevalent throughout Tennessee. In fact, there are annual strawberry festivals in all three divisions, with the towns of Humboldt in West Tennessee, Portland in Middle, and Dayton in the East, all claiming themselves as the Strawberry Capital of Tennessee. For this reason, the appropriate place to put this symbol depends on which grand division you live in.

AGRICULTURE

Corn
Symbol: Ear of Corn
Map Location: B, 5 (Obion or throughout Tennessee)
Corn is the fifth most valuable agricultural commodity in Tennessee. The United States produces 51 percent of the world’s corn. (http://www.nasda.org/cms/7195/8617/8837.aspx) Obion County leads the state in corn production. Tennessee ranks 19th in the nation in corn production.

Soybeans
Symbol: Container of soybeans
Map Location: C, 4 (Dyer Co. or anywhere in West Tennessee)
Soybeans now rank as the number one cash crop in Tennessee. It ranks third in all agricultural commodities produced behind cattle and chickens. West Tennessee farms most of the soybeans in the state with Dyer County producing the most. Each year Martin, TN in Weakley County hosts the Tennessee Soybean Festival. Soybeans have many nutritional benefits and can be used as a substitute for meat and dairy products.

Cotton
Symbol: Raw cotton
Map Location: E, 4 (Haywood Co.)
Tennessee ranks seventh in the nation for cotton production. Haywood County produces the most cotton in Tennessee.

Cattle and Calves
Symbol: Cow and calf
Map Location: G, 12 (Lincoln Co.)
Tennessee ranks 9th in the nation in cattle and calf production. Every county in Tennessee has a cattle farm. Lincoln County produces more cattle and calves than any other county in the state.

Tobacco
Symbol:
Map Location: A, 11 (Robertson Co.)
Tennessee ranks third in the nation in tobacco production. Robertson County ranks first in the state for tobacco production.
Chicken
Symbol: Chickens
Map Location: E, 12 (Bedford Co.)

Chicken farming makes up over 17 percent of the state’s agricultural production. Chickens that are raised for their meat are called broilers. This is one of the fastest growing industries in Tennessee with a 142 percent increase in the last ten years. The county that produces the most broilers in the state is Bedford.

Dairy
Symbol: Dairy Cow
Map Location: E, 18 (McMinn Co.)

Tennessee dairy cattle produce over 948 million pounds of milk each year. McMinn County leads the state in dairy production.

MINERALS:

Limestone:
Symbol: Limestone specimen
Map Location: D, 12 (Rutherford Co. or anywhere in Middle Tennessee)

Limestone deposits provide the largest chunk of Tennessee’s mining economy in the form of crushed stone which is used for building roads and producing cement. The Tennessee State Capitol Building was constructed of Tennessee limestone.

Ball Clay:
Symbol: Ball clay specimen
Map Location: B, 7 (Henry and Weakley Co.)

Tennessee is the leading producer of ball clay in the country. Ball Clay is a very fine and relatively rare form of clay found in Tennessee. It is used to make porcelain, fine china, tiles, and other ceramic materials. Henry and Weakley counties in Tennessee produce some of the purest deposits and highest concentrations of ball clay in the world. This is a specimen from that region.

Fluorite:
Symbol: Flourite specimen
Map Location: C, 14 (Smith Co.)

Fluorite is considered to be the most colorful mineral. It comes in many beautiful colors including green, blue, purple, red, and black. However it is also very useful. Fluorite is used in the production of steel, telescopes, cameras, and even produces fluoride which is used to keep your teeth healthy. The Elmwood Mine in Smith County produces some of the most notable occurrences of fluorite in the world.
Zinc:
Symbol: Zinc specimen
Map Location: C, 20 (Smith, Montgomery, Knox, or Jefferson Co.)
Tennessee is the second largest producer of zinc in the United States. Smith County has produced some of the purest zinc specimens in the world. Zinc is used to develop television screens, brass or bronze, and even pennies. Zinc is also an important element to have in a healthy diet.

Coal:
Symbol: Coal specimen
Map Location: B, 19 (Campbell or Anderson Co.)
Coal is the state’s second most valuable mined product followed by zinc. Most of Tennessee’s coal mining is done in East Tennessee. http://www.netstate.com/economy/tn_economy.htm

Copper:
Symbol: Copper specimen
Map Location: G, 18 (Polk Co.)
While copper is no longer mined very much in Tennessee, the mineral holds a very important place in our state’s history. Around the turn of the 20th century, copper was mined in Ducktown Tennessee in Polk County. After mining the copper, it was smelted. This released sulfur dioxide into the environment around the mines, which resulted in acid rain. The acid rain and sulfuric dioxide devastated the natural environment leaving it to look like a Martian landscape. Today the mines around Ducktown are listed on the National Register of Historic Places.

Tennessee Marble:
Symbol: Marble specimen
Map Location: B, 22 (Knox, Blount, or Hawkins Co.)
Tennessee marble is a beautiful decorative building stone used in many famous buildings. However it is actually a type of limestone. Its color is pink to cedar red. Notable buildings it has been used in include the Tennessee State Capitol, the United State Capitol, the Lincoln Memorial, and the National Archives. It is quarried throughout East Tennessee with the most significant locations in Knox, Blount, and Hawkins counties.

Tennessee State Capitol:
Symbol: Tennessee State Capitol magnet
Map Location: C, 11 (Davidson Co.)
Construction began on the Tennessee State Capitol in 1845 and was completed in 1859 making it one of the oldest working capitols in the United States. It was designed by William Strickland who was buried within its walls in 1854.

Mules:
Symbol: Mule
Map Location: E, 10 (Maury Co.)
Columbia, TN, bills itself as “Mule Capital” of the world and holds a Mule Day Festival every April.
Nursery Plants:
Symbol: Potted flowers
Map Location: D, 14 (Warren Co.)
Warren County, TN, produces more nursery plants than any other place in the world. For this reason, it is known as the nursery capital of the world.

Grand Ole Opry
Symbol: Guitar
Map Location: C, 11 (Davidson Co.)
The Grand Ole Opry is the longest running radio program in the world. It has been broadcast live from Nashville every week on WSM radio since 1925. Known as the “home of country music,” the Opry has hosted some of the most legendary musicians in the world including Hank Williams, Patsy Cline, Johnny Cash, Minnie Pearl, Dolly Parton, Garth Brooks, and Reba McIntyre, just to name a few.

State Mammal:
Symbol: Raccoon
Map Location: E, 15 (Anywhere in Tennessee)
The raccoon is the official state mammal and can be found living throughout Tennessee. It is generally a nocturnal animal, being mostly active at night. Raccoons typically grow to be between twelve to thirty pounds with males being larger than females.

State Insect:
Symbol: Ladybug
Map Location: B, 20 (Anywhere in Tennessee)
The ladybug was named one of the official state insects in 1975. They are often sold to farmers as a natural method of pest control since they eat other insects that can harm a farmer’s crops.

Endangered Animal:
Symbol: Giant Panda
Map Location: G, 1 (Shelby Co.)
In April of 2003, the Memphis Zoo added introduced two giant pandas from China to their exhibits named “Ya Ya” and “Le Le.” The zoo is one of only four United States zoos to showcase one of the world’s most endangered species.
TENNESSEE: Its Land And People

Tennessee Treasure Hunt

1. Which crop in West TN is used to make clothing? __________________________

2. Which county produces the most of this crop in Tennessee? __________________________

3. Which city is known for blues music? __________________________

4. Which “Music City” is best known for country music? __________________________ What are its coordinates? __________

5. Which crop does Obion County grow more of than any other county in Tennessee? __________________________

6. What material from B, 22 was used to build the U.S. Capitol and the State Capitol building in Nashville? __________________________

7. Name the three grand divisions of Tennessee: _____________, _____________, _____________

8. List all the states that border Tennessee: _____________, _____________, _____________, _____________, _____________, _____________

9. Write the coordinates on the map for the Hohenwald Elephant Refuge: __________________________

10. Which division has the lowest altitude? __________________________

11. This county produces the most tobacco in Tennessee: __________________________

12. Look at the grid on C, 4. Name the county and crop located here: __________________________

13. What is the capital of Tennessee? __________________________

14. The largest river in the United States runs by Lake, Lauderdale, Tipton, and Shelby Counties. Which river is this? __________________________

15. If you were planting a garden you would go to D, 14 for supplies. Which county would you be in? Lucky for you this county ranks #1 in the nation!! __________________________

16. You could start a farm in Bedford County. They produce more __________________ than anywhere else in Tennessee. What are the coordinates of this county? __________________________

17. Find the number one producer of dairy products in Tennessee at E, 18. Which county is this? __________________________

18. Which county is located at F, 12? __________________________ They produce more __________________ than anywhere else in Tennessee. This is impressive! Did you know that every county in Tennessee has cattle farms? __________________________

19. Over nine million people visit D, 21 every year __________________________

20. The leading producer of Ball Clay in the U.S. is found in __________________________
1. Which crop in West TN is used to make clothing? Cotton
2. Which county produces the most of this crop in Tennessee? Haywood
3. Which city is known for blues music? Memphis
4. Which “Music City” is best known for country music? Nashville What are its coordinates? C, 11
5. Which crop does Obion County grow more of than any other county in Tennessee? Corn
6. What material from B, 22 was used to build the U.S. Capitol and the State Capitol building in Nashville? Marble
7. Name the three grand divisions of Tennessee. East, Middle, West
8. List all the states that border Tennessee. Kentucky, Virginia, North Carolina, Georgia, Missouri, Alabama, Mississippi, and Arkansas
9. Write the coordinates on the map for the Hohenwald Elephant Refuge. E, 9
10. Which division has the lowest altitude? West
11. This county produces the most tobacco in Tennessee Robertson.
12. Look at the grid on C, 4. Name the county and crop located here. Dyer and Soybeans
13. What is the capital of Tennessee? Nashville
14. The largest river in the United States runs by Lake, Lauderdale, Tipton, and Shelby Counties. Which river is this? Mississippi River
15. If you were planting a garden you would go to D, 14 for supplies. Which county would you be in? Lucky for you this county ranks #1 in the nation!! Warren
16. You could start a farm in Bedford County. They produce more Chickens than anywhere else in Tennessee. What are the coordinates of this county? E, 12
17. Find the number one producer of dairy products in Tennessee at E, 18. Which county is this? McMinn
18. Which county is located at F, 12? Lincoln They produce more Cattle than anywhere else in Tennessee. This is impressive! Did you know that every county in Tennessee has cattle farms?
19. Over nine million people visit D, 21 every year The Great Smokey Mountains
20. The leading producer of Ball Clay in the U.S. is found in B, 7
Lesson 2

Settlement Patterns In Tennessee

Lesson Plan Resources
1. Tennessee Settlement Scenarios
**SCENARIO 1: KNOXVILLE**

You are a reporter for a newspaper in Philadelphia, but you want to move west and report on the new frontier. A town in the Southwest Territory has recently been named Knoxville, and a man named George Roulstone has started a newspaper called the Knoxville Gazette.

You are near the Conestoga Valley and have purchased a Conestoga wagon for the journey. These wagons are designed to cross over mountains in areas of high elevations. Will you be crossing any areas like this on your trip? (Yes)

Which direction are you traveling if you move to Knoxville from Philadelphia? (South) Do you think many people move here to farm? Check the elevation. (No) Do you think many people travel through this area? (Yes) Why? (People tend to move from east to west, because the Eastern United States is more heavily populated.) Why do you think this town was settled between the Holston and French Broad Rivers? (It is a great spot for transportation by boat and has a water source because of the rivers.)

If you wanted to write an article on the land near Knoxville and traveled 60 miles northeast, in which county would you be? (Greene) Which river are you near? (Nolichucky River) If you wanted to interview a successful farming settlement, how many miles west would you have to travel from Knoxville to find a very fertile area? (100-120 miles) Would this be an easy journey? Check the elevation. (No)

Congratulations on your journey to Knoxville and good luck! I hear the Knoxville Gazette is sure to be a success, and there will be lots to report in such a busy city in the up and coming state of Tennessee.
SCENARIO 2: NASHVILLE

It is 1798, and you and your family are going on an adventure. You are settling in a new state named Tennessee. Your father has always been a farmer, and he has heard that there is abundant, rich land in Tennessee. You begin your journey by crossing into Tennessee in Campbell County. In which of the grand divisions of Tennessee are you starting your trip? (East)

Check the elevation of Campbell County. Would this be the best land in the state for farming? (The students should choose no, as Campbell County is an elevated, mountainous region.)

Continue on. In which direction should you travel? Depending on which direction the students choose, ask which type of transportation would be the best, wagon, or flatboat?

If students select south, a flatboat would be useful, as there are many rivers traveling south. Where might they settle? Be sure and point out the elevation is less in McMinn and Bradley county. Using the scale, how many miles would you travel from Campbell to McMinn County? (90-100 miles)

If students select west, a wagon would be the best mode of transportation. What part of the state would be a good place to settle for farmers based on the specific needs for successful settlement that we discuss at the beginning of the lesson? Students should respond Middle Tennessee. If they choose West Tennessee, point out that although it would be good farm land, the distance might be a problem.

After traveling 80 miles to the west, which two counties would the family be near? (Overton and Jackson) How many miles would the family need to travel to reach Davidson County? (80 to 100 miles) A settlement has been established there, Fort Nashboro.

Why would Davidson County be a good place to settle? (The area has a low elevation, several rivers, and is in the middle of the state.) Congratulations! You have reached your destination, Nashville; it will become Tennessee’s permanent capitol in 1843.
**SCENARIO 3: MEMPHIS**

It is 1829, and you own a store in St. Louis, Missouri, a town nicknamed “The Gateway to the West. There is competition for business. More people are coming from all over the world to settle every day. You have heard West Tennessee is the next up and coming area. It was only opened for settlement in 1818. It has been slow to grow, but things are starting to turn around for the new Tennessee city named “Memphis.” If you make your move now and begin your trip, you can start a business and be very profitable in this new Southern city.

What type of transportation would be the best for traveling from St. Louis to Memphis? (Students might suggest the Mississippi River.) Exactly! Steamboat travel has recently become a convenient mode of transportation. Also, mention that the stagecoach recently has started making stops in Memphis.

Why would Memphis be a good place to start a new business? (It is a transportation stop for steamboats, trains, and stagecoaches, and it is near several states. It is also near a very large river, the Mississippi River.) If you choose to travel down the river, which Tennessee county would you pass through first? (Lake County) Go south for 60 miles, where are you in Tennessee? ( Lauderdale County)

If you decided to change your mind about your destination and take a small boat south in Tipton County, on which river would you travel? (Hatchie River) In which county would you complete your Hatchie River journey? (Hardeman County) Use the elevation map, could you farm here? (Yes)

Continuing on to Memphis, you pass the Loosahatchie river, how many miles are left on your until you reach Memphis? (10-15) Congratulations! You have reached your destination in Shelby County. Good luck with your business. This booming river town is sure to be a success and become the largest in Tennessee.
Lesson 3
Tennessee’s People

LESSON PLAN RESOURCES
1. Tennessee Biographies
2. My Tennessee Story
ALEX HALEY

I am Alex Haley, a noted author whose roots are in Tennessee; although, I was born in Ithaca, New York on August 11, 1921. As a matter of fact, I am probably best known for my book Roots, which was a best seller and was made into a television mini-series in 1976/1977 that today is still the third most watched U.S. television program ever!

When I say that my roots were in Tennessee, I mean that my family had lived in Tennessee for many years, and I spent time with my grandparents there in the small town of Henning in Lauderdale County, where my grandfather owned a lumber company.

My mother died when I was ten, but I learned about my mother’s family by listening to my grandmother, Cynthia Palmer, talk about her great-great grandfather, who came from Africa as a slave and the stories he passed along. She only knew that he was called Kin-tay and that his slave name was Toby.

Later when I grew up, I spent many years trying to learn about my great-great-great grandfather, even going to Africa to find someone who could help me. There in the small village of Juffure, I learned that his name was Kunta Kinte by listening to a man, a griot, whose role in life was to remember the history of the village. His story of village occurrences named my ancestor and told what happened to him in Africa.

I wrote the stories about great-great-great grandfather Kunte and that formed the basis for my book, Roots. Many people did not know much about their own roots, and my book and television shows inspired them to search out their own ancestors and learn their stories. I also won a Pulitzer Prize for my novel.

I wasn’t only a writer. I also served in the Coast Guard for thirty years. In 1999, the US Coast Guard named a boat after me! I lived in Seattle, Washington, for many years, but after my death in 1992, I was buried in Henning, Tennessee. I lived a long life filled with time serving my country, writing, and telling my family’s story in 72 languages!
My name is Alvin C. York, and I was the most decorated soldier in the American army during World War I. I never really wanted to be a soldier. I was the third of eleven children and was born in Pall Mall, Tennessee, in Fentress County on December 13, 1887. My family was very poor. There were lots of mouths to feed, so when I was old enough I went to Harriman, Tennessee, in Roane County and worked as a logger and helped build the railroad. When I was young, I was always getting into trouble. My mother finally convinced me to calm down and start going to church. God became the most important thing in my life. When World War I started, I read my Bible, and I didn’t think killing people was right. I didn’t want to go to war, but I knew it was the right thing to do for my country.

I left for Camp Gordon in Georgia in November of 1917. My commanding officer there helped me understand that I was needed overseas and that fighting was the right thing to do. It was a very difficult decision. While I was overseas fighting for freedom I kept a diary, and I was even able to write about the day that earned me the Medal of Honor, the highest award any American can win. On October 8, 1918, I captured over 100 German soldiers and saved the lives of several of my friends. I was promoted to the rank of sergeant.

I thought I was only doing my duty and protecting myself and my friends, but I became a national celebrity. I even had a movie made about my life! After the war, I only wanted to go home to Tennessee. I moved back to Pall Mall, married my sweetheart, Gracie, and had seven children. I eventually opened a high school and a Bible school. I lived the rest of my life in Pall Mall and passed away in Nashville on September 2, 1964.
CASEY JONES

My name is Casey Jones, and I am a railroad engineer. I was born March 14, 1863 in Missouri, and I was the oldest of five children. In 1876, my family moved to Kentucky. I bet you didn’t know my real name is John Luther Jones. I got the nickname “Casey,” because I grew up in Cayce, Kentucky. The spelling is different, because my wife always wrote “Casey” in her letters. It stuck!

I have loved trains my whole life, even when I was a little boy. I wasn’t little for long! I grew up to be almost 6’5”. In 1884, I moved to Jackson, Tennessee, in Madison County. I worked for the Illinois Central Railroad, and everyone knew when I was driving because of the special whistle I had on my train. Some say it sounded like a whippoorwill call, but it was a lot louder than a bird! People could hear me for miles around coming down the tracks! I would drive from Tennessee to Alabama to Mississippi in my locomotive.

I became well known during my life. Once in Mississippi, I saved a little girl who ran out onto the tracks. Because people thought I was a hero, I became famous. I also loved baseball and played with several small teams.

I am most remembered for the tragic events surrounding my death. I was leaving Memphis driving a passenger train on April 29, 1900. Another engineer was very sick, and I had agreed to take over his route. It was raining, and we were running a little behind schedule. I always arrived on time, and I knew I could do it even on this damp night. Unfortunately, when I crossed into Vaughn, Mississippi, there were cars on the main line. Someone had made a mistake. I knew that everyone on the train was doomed if I didn’t find a way to stop the train. I told my engine man, Sam, to jump and save himself. I stayed on the train to hold the brake. I saved everyone aboard, but I lost my life. Doing my duty was always the most important thing to me, and I knew that I couldn’t let anyone get hurt. I loved driving trains, and I would always be remembered for my heroism and my dedication to my job.
DAVID CROCKETT

I was born in Greene County, Tennessee in August of 1786. Eventually, I would be called “The King of the Wild Frontier.” I was one of nine children born to John and Rebecca Crockett. My father was a farmer and was very poor, but he made certain that his children learned to hunt, fish, and live off the land. He had a very hard time convincing me to go to school.

At the age of 20, I married Polly Finley in Jefferson County in 1806. Polly gave birth to two sons and one daughter. We settled on the Mulberry Fork of Elk River in Lincoln County, Tennessee; we moved again in 1813, to the Rattlesnake Spring Branch of Bean’s Creek in Franklin County, Tennessee. Soon after, I enlisted as a volunteer and eventually, earned the rank of colonel in the Lawrence County militia during the Indian Wars from 1813 to 1815. During this time, I fought throughout the South, particularly in Tennessee and Alabama.

I was also involved in politics. In 1821, I was elected to the Tennessee State House of Representatives and served two terms, and then in 1827, I was elected the United States House of Representatives in Washington, D.C. Because I disagreed with President Andrew Jackson concerning Indian relations, this dispute cost me my re-election to the U.S. Congress in 1833.

I returned home to Rutherford in Gibson County, but soon left for Texas in 1835, traveling through Memphis and parts of Arkansas, before ending my trip in San Antonio. I gave my life for Texas independence. I was among the nearly 200 Americans killed during the siege on the Alamo by the Mexican army led by General Santa Anna.
DOLLY PARTON

From the time I was born I knew I was meant to be a star. I loved to sing, and music was a big part of my family’s life. We were very poor, but we entertained ourselves with music. There were twelve children in my family, and we lived in a one room cabin in Locust Ridge, Tennessee, in Sevier County. My daddy was a sharecropper, and no one thought someone from such a poor family could ever grow up to be a star. I worked hard though. By the time I was nine, I was traveling all over East Tennessee singing on local radio stations. By 13, I was in Nashville performing at the Grand Ole Opry. I even met Johnny Cash! I loved Nashville, and the day I graduated from high school, I moved to Davidson County to pursue my dream in Music City.

I loved to write songs, and that is how I first became successful. I also met my husband, Carl, during this time. We were married in Georgia in 1966. We had no children, but I helped raise several of my younger siblings. I was working so hard to become successful, but my big break came when I met Porter Waggoner, who had a very famous television show. We wrote several of my biggest hits together, I Will Always Love You, Jolene, and Coat of Many Colors.

Over the years, I have continued to be successful and do what I love, sing and write country music. I have even been in movies! Hollywood was nice, but Tennessee is my home. I have always tried to help my home state and county. I built an amusement park, Dollywood, there, and I have started restaurants and shops all over Tennessee. I also started the Imagination Library that helps children learn to read. I have homes in Nashville, Hawaii, and a cabin in the Smokies.
John Sevier

I was born in 1745 near what is now known as New Market, Virginia. I was the oldest child of seven. I lived here for most of my early life and stayed in this area after I married Sarah Hawkins in 1761. As a young man, I was involved in numerous occupations, including farming, land speculation, and the fur trade.

When I was about 28 years old, I moved into what would eventually become Carter County in East Tennessee. At this time it was known as the Watauga settlements and still part of North Carolina. I began my political career here by becoming a representative of this settlement for North Carolina.

During the Revolutionary War, I became a lieutenant colonel of the North Carolina militia and fought primarily in this area. I fought in the battle of Kings Mountain in 1780. During this battle, several militiamen and I attacked and defeated Major Patrick Ferguson and his British forces. Our victory left the British with three times as many dead soldiers as compared to our side and resulted in the British losing focus on the western frontier during the remainder of the war.

After the Revolutionary War had ended, many of us that lived in the western areas of North Carolina and Virginia sought separation from these states and desired independent statehood. In 1784, during an assembly of leaders from this area to discuss these matters, I was chosen as governor and Franklin was chosen as the name of this possible state. North Carolina did not agree with this decision and some violence broke out between our two factions and several casualties occurred on both sides. By 1788, the movement for Franklin’s statehood had fallen apart and I was even arrested for treason but never tried. Shortly thereafter, I was elected to the state Senate of North Carolina and once again restored to the rank of brigadier general in the North Carolina militia.

However, by 1790, the western settlement of North Carolina was given territorial governance over itself. This time, William Blount was appointed as the territorial governor over me but I did become a member of the Territorial Legislative Council. We once again began the process of applying for statehood for our region. By 1796, this request was granted and President George Washington signed a law which made Tennessee the 16th state. I became the first governor of the newly created state of Tennessee that same year.

After several terms as the Governor of Tennessee, I also became a state Senator as well as an U.S. Congressman in Washington, D.C. in 1811. I died on September 24, 1815 on an expedition in Alabama and was buried there, near the Tallapoosa River. In 1887, my remains were moved to the lawn of the Knox County courthouse, where they are located today.
My name is Lamar Alexander, and I was born July 3, 1940, in Maryville, Tennessee, in Blount County. I am a seventh generation Tennessean. I left the foothills of the Smokies to attend Vanderbilt University in Nashville (Davidson County) Law school took me to New York, and then, I practiced in Washington, D.C., and New Orleans, Louisiana.

In 1969, I married my wife, Honey, and we had four children. After losing my first election for governor of Tennessee, I decided to really get to know the concerns and suggestions of the people of Tennessee. Wearing red and black flannel shirts, I literally walked and listened my way across Tennessee. I hiked over a thousand miles across the state. I was elected governor in 1979 and served two terms.

After living with my family in Australia for a short time, I became the president of the University of Tennessee in Knoxville (Knox County). Then, I was appointed as the Secretary of Education by President George H.W. Bush in 1991, and I moved to Washington, D.C. Education has always been very important to me. My parents were both teachers. I was also a teacher at the Harvard Kennedy School of Government in Boston, Massachusetts. Aside from my love of politics, I have also written seven books, and I play the piano.

In 2004 at the age of 62, I became the oldest elected freshman United States Senator and the only Tennessean to be popularly elected both Governor and Senator. I was reelected in 2008 and live in Washington, D.C.
I am Nan’yehi, Ghighua, or Beloved Woman, of the Cherokee Nation. I descended from the great leaders of my nation and was born in Chota, Tennessee, in Monroe County. I left these earthly bounds in the European’s date of 1824. Some know me by my Christian name, Nancy Ward.

I was born into a time of great change among my proud people. Europeans had begun to come into Cherokee lands, and I grew up among my people, some of whom embraced only the Cherokee way and some who wanted the way of the Christians who came into our villages.

As a very young maiden, I was chosen for marriage by a great warrior, and I followed my husband into many battles against the Creeks and other nations, helping him with his weapons and rallying the warriors with my cries. In one such battle, my warrior husband was slain. In my grief and anger, I grabbed up his gun and began firing, running forward singing out a song of war. The warriors were emboldened by my spirit of bravery and ran out to rout the Creeks, giving our nation an important victory. I became Ghighua of my nation. This title is given to someone whose opinion is valued very highly by the tribal government. I was eighteen years old, but I had proven myself worthy, and I began a life of influence in the Cherokee Nation as its representative with Europeans.

After rescuing Lydia Bean, the wife of Tennessee’s first permanent settler, she taught me about cattle and weaving, and I was able to share this knowledge with the Cherokee. Many changes took place throughout the course of my life, both happy and sad. I became a mother and wife, but I was also forced to see the Cherokee relocate from their land. I was also forced to leave Chota and move to Benton, Tennessee in Polk County where I owned an inn until my death in 1824.
My name is Rachel Donelson Jackson, and I have seen Tennessee grow and change in so many ways! I was born in Virginia. When I was thirteen, my father, John, led thirty families on a river voyage to settle in Tennessee. We survived a dangerous journey up the Cumberland River to, eventually, settle in Nashville. The trip took four months! We survived Indian attacks, smallpox, hunger, cold, and the currents of the river.

I have always led an exciting life. Growing up on the frontier in Tennessee, I loved to ride horses, smoke a pipe, and play music. I married Lewis Robards when I was eighteen and moved to Kentucky. We weren’t a good fit and argued all the time. I moved back to Nashville to live with my Mom, and while I was there, I met a man named Andrew Jackson. We were young when we met, and he was an attorney. Little did I know he would eventually become the seventh president of the United States!

Andrew and I fell in love. We decided to elope to Natchez, Mississippi. Unfortunately, I did not know my divorce from Lewis was not final. I was still married! Married to both Andrew and Lewis, I was the talk of the town. Eventually, things calmed down. When my divorce was final, I remarried Andrew. But, this one mistake would be talked about our entire lives. Andrew built a beautiful home for the two of us and named it the Hermitage. Even though I loved my home, I was often lonely. Andrew was gone for months at a time, so I ran our plantation by myself. He was a great soldier. After the War of 1812, everyone knew him and nicknamed him “Old Hickory,” because he was very tough.

I loved our life in Nashville, but Andrew had big dreams. He wanted to be the president. I traveled with Andrew to Florida and Washington, D.C. during his quest to become President. I didn’t like being away from home. We had adopted two children, and people constantly talked about our marriage and the scandal of my divorce.

During the presidential election, the scandal was front page news. I was older and in poor health. I didn’t want to move to D.C., and my heart was weak. But, I was so proud of Andrew and excited when he became president in 1828. Unfortunately, I died in December before we moved to Washington. I had a long life and a great love, and I was buried at my beloved home in Tennessee.
SEQUOYAH

I was born near Chillhowee Mountain, in present-day Monroe County, Tennessee. My English name is George Gist. I am most well-known for developing the Cherokee syllabary or alphabet. This was very important for my people. Before I invented a written language, they were unable to record their history, culture, or spiritual practices. This also helped teachers and missionaries communicate with us. I was the first known individual to create a new system of writing. After moving to Georgia, I learned the trade of silversmith.

I moved to Alabama and enlisted in the Cherokee Regiment. My idea to create this language came during my time fighting in the War of 1812 and the Creek War from 1813-1814. I saw the problems that the Cherokee had reading orders, writing letters to their families, and communicating in general. Five years after I created the syllabary, thousands of my people could read and write our language.

In 1829, I was moved, along with 2,500 Cherokee, to Indian Territory, now Oklahoma by the United States government. The land was exchanged for the land we had been occupying in Arkansas. While visiting Texas, I died in the spring of 1845, but I would always be remembered for the way I helped the Cherokee people adapt to the changes of the 19th century and the white man.
W.C. Handy

My name is William Christopher Handy, but most people call me W.C. I was born on November 16, 1872, in Florence, Alabama. Eventually, my love of music would bring me to Tennessee. Even from the very beginning of my life, I loved sounds. My family and church did not believe in the use of musical instruments, but I felt such a strong call to play an instrument that I secretly saved up and bought a guitar! My dad, however, sent me back to the store where I had to trade my guitar for a dictionary. I guess that dictionary made its mark because after graduating school, I became a teacher in Birmingham, Alabama.

Soon I became discouraged and moved on to other jobs, but music was my calling. I became a member of various bands and toured much of America and even Cuba. I married along the way, and when I returned from Cuba, our group played in Huntsville, Alabama. My wife Elizabeth decided it was time to stay in one place. I returned home to Florence, Alabama, and Elizabeth soon gave birth to the first of our six children in June of 1900.

To support my growing family, I took a job teaching college. That really opened my eyes to music education. It was all from other countries and called “classical” music. Americans were playing and listening to music that began here in America. I wanted to play and show everyone how wonderful this new brand of music really was.

I went back on the road. I traveled from town to town before I reached the great city of Memphis, Tennessee. My band and I started playing music on Beale Street. People liked my music, which was based on native black music and the black culture, and they came to listen to us. Later on, my music became known as “the blues.” I also wrote books of music featuring the blues tunes of others. Later, people called me the “Father of the Blues.”

Florence, Alabama may claim me, but I introduced a whole music genre on Beale Street in Memphis in Shelby County, Tennessee. Tennessee will always have a big part of me.
I was able to accomplish many things in my life because of the hardships I have overcome. On June 23, 1940, I was born premature, weighing only 4.5 pounds in Clarksville, Tennessee, in Montgomery County. Then, I contracted polio. I was unable to walk correctly until I was 12. When I was a child, I was constantly sick. Even though I was the 20th child of 22, my mom educated me at home and took me to a hospital fifty miles away in Nashville to heal my legs. The reason we had to travel so far away is the sad fact that at that time in history blacks had to attend different hospitals than whites.

I wanted to play sports like my big sister. After sitting the bench and not playing for my junior high basketball team for two years, I finally had my opportunity! I led my team to a championship and set state scoring records. Because of my success, the track coach from the famous Tennessee State University Tigerbells asked me to train with them for the summer. Eventually, I received a college scholarship to Tennessee State and graduated in 1963.

Before I went on to earn my degree, I wanted to accomplish something very special. When I was sixteen, I earned a spot on the USA Olympic Track Team. My nickname was “The Tornado.” During the 1956 Olympics in Melbourne, Australia, I won bronze. Four years later in Rome, I won three gold medals. I became the first American woman to win three gold medals in a single Olympics. I even got to meet President Kennedy!

My Tennessee Story

Instructions: Take this questionnaire home and ask members of your family the questions. Then select an artifact that helps tell the story of your family in this state and bring it to school. This can be a photograph of a great-grandfather wearing an army uniform in World War II, a shirt with a college or business logo on it, or anything that has the name of a city in which your family used to live.

1. Who was the first person in my family (on either side) to come to Tennessee? ________________________________

2. Which city or county did they live in? ________________________________

3. Did they move to another part of the state? ________ Why? ________________________________

4. Did their children move to another part of the state or another city? ________ Why? ________________________________

5. Did your parents move to the city/town to go to college, join the military, or take a new job? ________ If the answer is yes, why? ________________________________

6. Where was I born ________________________________ If you still live in the same city, skip this question. If you live in another city than where you were born, why did your family move? ________________________________