

Title of Lesson: *Prelude to the Creek Indian War*

(Suggested grade level: 4)

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Author Information: Kris White (Cohort 2: 2010-2011)

Bear Exploration Center
Montgomery County Public School System
Montgomery, AL

Background Information:

Background information for teacher:

- In this excerpt from her journal, Peggy Dow discusses passing through Alabama with her husband, Lorenzo, an itinerant preacher from Connecticut. She describes the landscape, accommodations, traveling conditions, and acquaintances met along the way. She also mentions her anxiety while moving through Creek Indian territory. The journal was written in the 1810s and published in 1833.
- Plan a Think – Pair – Share Activity as follows: Give individual students one minute to think about the question/response, then two minutes for paired students to discuss their thoughts, and finally, three minutes for pairs to share with their group. After time is up for Think – Pair – Share Activity, the teacher will call the attention of the students back to a whole class activity, and groups will be randomly called upon to share their answers. For time management purposes, plan to have only one or two groups share their reflections for each paragraph with the class.

The following links will provide background information and additional lesson plans for teachers on the Creek War of 1813-1814:

- <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1820>
- <http://www.archives.alabama.gov/timeline/index.html>
- <http://www.archives.alabama.gov/teacher/creekwar/creek.html>
- <http://www.alabamamoments.state.al.us/sec04.html>

Overview of lesson: Students will study the culture of American Indians and settlers in Alabama during the early 1800s. Using a primary source document – a journal entry written by Peggy Dow in the 1810s and published in 1833 – students will travel with a woman as she and her family journey through Alabama on their way to Louisiana. Students will analyze parts of the document to learn how the settlers and Indians related to one another.

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Fourth Grade: Standard 1, p. 29

Fourth Grade: Standard 3, p. 30

[Alabama Course of Study: English Language Arts](#) (Bulletin 2007)

Fourth Grade: Standard 8, p. 27

Fourth Grade: Standard 9, p. 27

National Standards for History, 1996

Standards in History for Grades K-4 (p. 25)

Topic 2, Standard 3 – The people, events, problems, and ideas that created the history of their state. (p.29)

3E: The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity.

Primary Learning Objective:

- The student will locate the Alabama places and rivers described in Peggy Dow’s journal.
- The student will locate and use facts from textual information to describe episodes from Peggy Dow’s journal.
- The student will compare and contrast the views of the settlers with those of the Creeks and predict the outcome of the relationship between the two groups.

Additional Learning Objective:

- Assuming the role of a child of an early Alabama settler, the student will write about his/her feelings using sensory descriptors.

Time allotted: 30 minutes

Materials and Equipment:

- Copy of document: [Journal of Peggy Dow](#) (A copy with numbered paragraphs is attached.) One copy per student is needed.
Note: The attached copy of this journal includes numbered paragraphs for ease of use with the Think – Pair – Share Activity. The hyperlinked document does not have numbered paragraphs.
- *Document-based Questions for Journal of Peggy Dow* (attached) One copy is needed for the teacher.
- Wagon Wheel Assessment sheet (attached) One copy per student is needed.
- Wall map of Alabama or the southeastern United States

Background/Preparation:

Students should have a basic understanding of:

- The lands American Indians inhabited in the area we now call Alabama;
- American Indians’ relationship with the land;
- The conflicts between the Americans and the British.

Procedures/Activities:

Engagement/Motivation Activity:

The teacher will introduce the lesson with these questions and comments: “Are we there yet?” “How much longer?” “I’m hungry!” “Mom, she’s bothering me again!” The teacher will then ask the students about trips they have taken when they heard or said similar things. The teacher will say: “What do you do to pass the time on long car rides or trips? Do you read? Do you write? Has anyone ever kept a journal or a diary while on a trip? Today, we will read part of a journal written by a woman traveling with her family through Alabama to Louisiana in the early 1800s.”

Step 1	The teacher will distribute copies of the <i>Journal of Peggy Dow</i> to each student.
Step 2	The teacher will read the entire document aloud, and students will follow along on printed copies of the document.
Step 3	The teacher will write the three document-based questions on the board. These questions are included on the attached Word document: <i>Document-based Questions for Journal of Peggy Dow</i> .
Step 4	The teacher will model expectations by asking document-based questions for Paragraph 1. Read the questions and give the students Think – Pair – Share time. When modeling for the whole class, explain to the students how they will manage their time and activities. Think – Pair – Share Activity information is included in the background/preparation box, and <i>Document-based Questions for Journal of Peggy Dow</i> is attached.
Step 5	Students will use Think – Pair – Share discussion format to discuss document-based questions for Paragraphs 2, 3, 4, and 7. The teacher will walk among the groups to monitor discussions, to provide prompts as needed, and to ensure that students draw valid conclusions.
Step 6	After the activity time is up for Think – Pair – Share, the teacher will call the attention of the students back to a whole class activity. Students will be randomly called upon to name places or rivers discussed in the journal and will locate them on a wall map of Alabama or the southeastern United States.
Step 7	The teacher will wrap up the discussion by asking the last two questions on the attached <i>Document-based Questions for Journal of Peggy Dow</i> . If responses are not factual or valid, the teacher will share the responses given on the document.
Step 8	After the discussion, the teacher will pass out the <i>Wagon Wheel Assessment</i> sheet; explain the activity to the students; and have them complete the assessment. After the assessment activity is complete, the teacher will collect the assignment and the copies of the journal.

Assessment Strategies:

- In each of the spokes of the Wagon Wheel Graphic Organizer provided, students will write the name of one place or river that Mrs. Dow wrote about in her journal. In each of the spaces between the spokes, students will describe one observation or inference they make after reading the *Journal of Peggy Dow*. Finally, students will think about how they might have felt if they had been a child on this journey. In one or two sentences, they will use at least three of the five senses to describe their feelings. (Wagon Wheel Assessment attached.)
- Value of Responses:
 - Observations/Inferences and Places/Rivers: 8 points each
 - Sensory Description: 20 points

Extension:

- Have students keep a journal for five days in which they record the observations and feelings of an imaginary child settler as he/she journeys through the Alabama territory. Then they may share and compare their journal entries with classmates.

Remediation:

- Pair a strong reader with one who needs extra assistance.

Accommodation:

- Do not count off for spelling.
- Require fewer answers, such as only assigning five of the ten wagon wheel responses or eliminating the descriptive writing portion.

Modification:

- Provide the student with a partially completed wagon wheel to be used as a guide.

VICISSITUDES
IN THE
WILDERNESS;
EXEMPLIFIED,
IN THE
JOURNAL OF
PEGGY DOW.
TO WHICH IS ADDED,
AN APPENDIX OF HER DEATH,
AND ALSO,
REFLECTIONS ON MATRIMONY,
BY LORENZO DOW.

A virtuous woman is a crown to her husband; but she that maketh
ashamed is as rottenness in his bones.—Prov. xii. 4.
Who can find a virtuous woman? for her price is far above rubies.
The heart of her husband doth safely trust in her, so that he shall
have no need of spoil.

She will do him good, and not evil, all the days of her life.—Prov.
xxxi. 10, 11, 12.

FIFTH EDITION.

Norwich, Conn.

PRINTED BY WILLIAM FAULKNER.

1833.

#1

would have thought it was almost impossible ; but having travelled until ten or eleven o'clock, we arrived at the river ; but how to get across, that was the next difficulty—we must cross a ferry, and the boat was on the other side—Lorenzo requested the old Indian to go over and fetch it, but he would not move one step until he promised him more money : this was the second or third time he had raised his wages after he started, to keep him on, until we could reach the place that we wished for. However, after he found that he would get more money, he started, and went up the river, found some way across : in a short time he had the boat over, and we went into it with our horses, and the old man set us over. This was perhaps eleven o'clock at night—we came to the house, the family was gone to bed, but the woman got up, and although she was *half Indian*, she treated me with more attention than many would have done that had been educated among the more refined inhabitants of the earth !

#2

I felt quite comfortable, and slept sweetly through the remaining part of the night. In the morning we started again, being then near thirty miles from the settlements of *Tombigby*. We passed through some delightful country that day, and about two or three o'clock in the afternoon we reached the first house that was inhabited by white people. It made my heart rejoice to meet again with those that spoke a language which I understood, and above all, to find some that loved the Lord !

#3

Lorenzo held several meetings in this neighbourhood that were profitable, I trust, to some. We stayed here two nights, and a good part of three days, when we took our leave of them, and departed on our journey through the settlements of *Bigby*, which extends seventy or eighty miles in length, through a rich and fertile soil. The settlements were flourishing and the people in some parts hospitable. We arrived at *Fort St. Stephen's*, situated on the *Tombigby* river—it is on an eminence, and makes a handsome appearance, although it is but small. The river is navigable up to this place. It is a beautiful river ; the water is as clear as crystal, and the land very fertile—well situated for cultivation. This will be a delightful country, no doubt in time !

#4 { We got fresh supplies at this place, and made but a few hours stop before we started on our journey, and crossed the river in a ferry-boat—this was after twelve o'clock—we travelled until late, and came to a small cabin, where we got permission to stay for the night, which we did. In the morning we started very early—saw some scattering houses, and at night we got to the *Alabama* river, where there was a ferry, kept by a man who was a mixture, where we stayed that night. This river is beautiful, almost beyond description. On its pleasant bank stood *Fort Mims*, that has since been destroyed by the savage *Creek Indians*, with those that fled to it for protection.

#5 { We were now in the bounds of the *Creek* nation: we were still without any company.—This day we struck the road that had been cut out by the order of the *President*, from the state of *Georgia*, to *Fort Stoddard*. This made it more pleasant for travelling, and then we frequently met people removing from the States to the *Tombigby*, and other parts of the *Mississippi* territory.

#6 { We travelled betwixt thirty and forty miles that day, and came to a creek, called *Murder* creek: it got this name in consequence of a man having been murdered there. This circumstance made it appear very gloomy to me. But we made the necessary preparations for the night, and lay down to rest: although I was so much afraid, I got so weary at times, that I could not help sleeping. About twelve o'clock it began to rain so fast, that it was like to put out our fire, and we were under the necessity of getting our horses and starting, as we had nothing to screen us from the rain. The road having been newly cut out, the fresh marked trees served for a *guide*—there was a moon, but it was shut in by clouds. However, we travelled on ten or twelve miles and it ceased raining: I was very wet and cold, and felt the need of a fire, more perhaps than I had ever done in my life before!

#7 { At last we came in sight of a *camp*, which would have made my heart glad, but I feared lest it was *Indians*; yet to my great satisfaction, when we came to it we found an old man and boy, with what little they possessed, going to the country we had left behind, and

#7

had encamped in this place, and with their blankets had made a comfortable tent, and had a good fire. This was refreshing to us, as we were much fatigued. We made some coffee, and dried our clothes a little—by this time it was day-light; we then started on our way again. I thought my situation had been trying as almost could be, but I found that there were others who were worse off than myself.

#8

We came across a family who were moving to the Mississippi—they had a number of small children; and although they had something to cover them like a tent, yet they suffered considerably from the rain the night before: and to add to that, the woman told me they had left an aged father at a man's house by the name of *Manack*, one or two days before, and that she expected he was dead perhaps by that time. They were as black almost as the *natives*, and the woman seemed very much disturbed at their situation. I felt pity for her—I thought her burthen was really heavier than mine. We kept on, and about the middle of the day we got to the house where the poor man had been left with his wife, son, and daughter. A few hours before we got there, he had closed his eyes in death—they had lain him out, and expected to bury him that evening; but they could not get any thing to make a *coffin* of, only split stuff to make a kind of a box, and so put him in the ground!

#9

I thought this would have been such a distress to me, had it been my case, that it made my heart ache for the old lady. But I found that she was of that class of beings that could not be affected with any thing so much as the loss of property; for she began immediately to calculate the *expense* they had been at by this detention—and I do not recollect that I saw her shed one tear on the occasion.

#10

We stayed but a short time and continued on our journey. There we got a supply of bread, such as it was; and there we met with three men that were travelling our road, the first company that we had found since we had left the Mississippi, being now not more than one-third of the way through the *Creek nation*.—We left this place betwixt one and two o'clock.

I was very glad of some company, for we had been

Document-based Questions for Journal of Peggy Dow

Students will use these questions for each of the assigned paragraphs with the *Think – Pair – Share* Activity:

1. What do you learn about the settlers in this paragraph?
 2. What do you learn about the Indians in this paragraph?
 3. What do you learn about the interactions between the settlers and the Indians in this paragraph?
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The teacher will use these questions for a wrap-up discussion. If responses given by students are not factual or valid, the teacher will share the responses shown with the questions below.

1. What was happening to cause the conflict between the settlers and the American Indians?

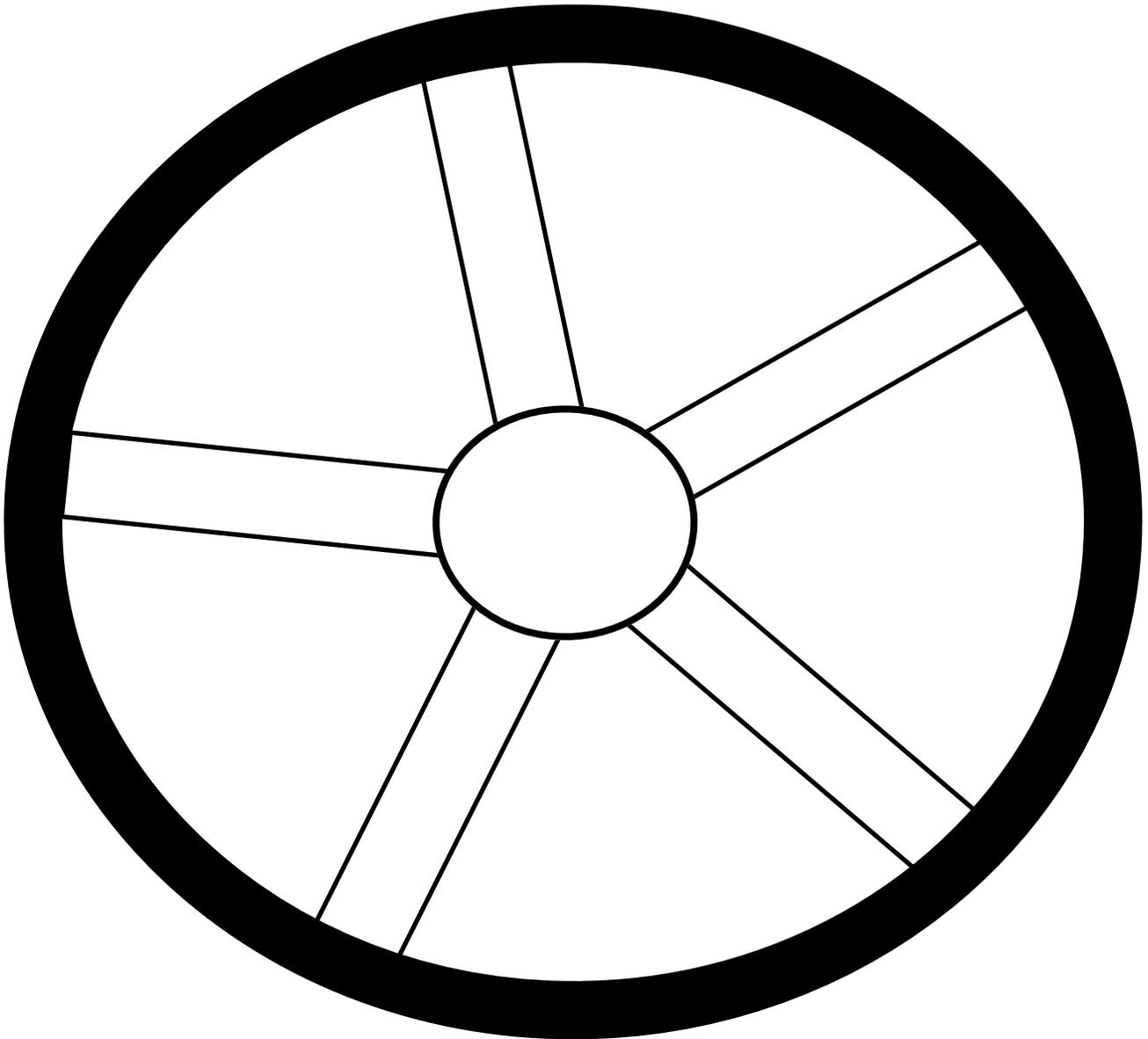
Response: Settlers from Georgia and Tennessee were pushing into Creek land, the way of life of the American Indians was being threatened, and the deerskin trade was drying up.

2. How could the American Indians respond? How did they respond?

Response: Shawnee leader Tecumseh wanted to return to the Indians original way of life. Others wanted to adopt the ways of the settlers. This caused an internal division among Indians about 1810.

Wagon Wheel Observation Assessment of Journal Entry

In each of the spokes of the wagon wheel below, write the name of one place or river that Mrs. Dow wrote about in her journal. In each of the spaces between the spokes, describe one observation or inference you made from the journal of Peggy Dow.



Think about how you may have felt if you were a child on this journey. In one or two sentences, use at least three of your five senses to describe your feelings.
