

Lesson plans for secondary education

Lesson Title: The Battle of Horseshoe Bend

Time Required: (1-2 days) 45 minute periods.

Theme: Clash of ideas

Subject: United States American History,

Goals:

- By asking the students to share their opinions and prior knowledge in the Do Now, SWBAT comprehend the motivations and some of the reasons for why this war and battle took place.
- By asking the students to interpret, analyze primary documents, and interactive slide show SWBAT what were the military forces engaged in the battle, the land topography, and chronological order of the days' battle.

Essential Question:

- How did the United States Government and the Creek Nation get to this battle?
- Who are the real winners and losers of this battle/war?

Essential Understanding:

Students will understand that...

- This battle was a result of long tension between the United States Government, Settlers, European Countries, and a rift between the Creek Nation.
- This battle resulted in the end of the Creek War with the Treaty of Fort Jackson in which the Creek Nation ceded 23 million acres of land to the United States Government.

Background: Students have background information about the conflict between American Indians, Europeans, and American Settlers due to settlement and trade relations. Students have some idea of the United States' Military Campaigns against the Creek Nation before the Battle of Horseshoe Bend.

A. The Opener Activity- Do Now: "How did the United States Government and the Creek Nation get to this battle?" Students will share their answers with the teacher and their fellow classmates. (5-10 minutes)

B. The Development Phase – Students will be looking at an Interactive PowerPoint presentation that will look at the layout of the land with primary documents and images of the battle and the surrounding countryside, the different military forces that were engaged in the battle, their leaders, the chronological events of the battle, and the results of the battle. (15 minutes)

Next, students will be broken up into groups of four and read primary accounts of the battle. "Unnamed "Distinguished Officer", "Brig. Gen John Coffee to Maj. Gen Andrew Jackson", "Maj. John Reid to unnamed Friend in Nashville", and "Jackson's Address To The Army". Each student is responsible in the following questions besides taking summary notes on their readings: "What is the tone of the document? Who is writing the document? What is their perspective of the events?" (10 minutes)

C. Conclusion Phase- Lastly, the students will discuss their reading with their fellow classmates and teacher with the overall question, "What was gained and lost at the battle and for whom?"

(10-15 minutes) Students will be responsible for the following assignment for homework: “Write a report for a newspaper on one of the battle of Horseshoe Bend and the consequence of the battle.” (At least two paragraphs in length.) Students will also write a personal response to this question: “How can we prevent conflicts from happening again between groups, people, and governments?” They must use some examples and text support from the Creek War in their answer. Their answer must be at least one paragraph in length.

Assignments:

Formative Assessment: The teacher will be looking for students’ ability to explain, summarize, and analyze the events of the battle, the opposing forces, and the layout of the land, from the PowerPoint, short text excerpts, and class discussion.

Summative Assessment: For homework the students will create a news report about the Battle of Horseshoe Bend and the consequence of the battle. (At least two paragraphs in length.) Students will also write a personal response to this question: “How can we prevent conflicts from happening again between groups, people, and governments?” They must use some examples and text support from the Creek War in their answer. Their answer must be at least one paragraph in length.

Anticipation: Students will be looking at how the Native Americans and Americans remember the Battle of Horseshoe Bend today and right after the battle.

AL Common Core Standards:

-SS2010(4) Alabama Studies Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.

-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]

-Determine a theme of a story, drama, or poem from details in the text; summarize the text. [RL.4.2]

-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). [RL.4.3]

-Integration of Knowledge and Ideas -16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [RI.4.7]

Modifications/Accommodations:

A. Students with vision problems they should be placed at the front of the classroom close to the board. Have the work color-coded for students have trouble organizing. Keep checking on the progress of students who attention deficit disorder to ensure that they are working diligently through the material. I would have three different prompts to engage the students to ensure that they are staying on task. This would include: visual, written, verbal prompts for the different types of learners. For the visual are the images in the PowerPoint, written would be the questions they have to answer, and for verbal it would be the verbal commands given to the students to know what we are doing in the classroom.

For this individual lesson, the teacher will have visual images of the battlefield, the opposing forces and the events of the battle, in the Interactive PowerPoint, and worksheets. The students will be required to take notes on the PowerPoint with worksheets that will spell out what is required from them. Students will have the opportunity to draw and write on a timeline chronicling the battle’s events.

Resources:

Primary Document Letters of Battle:

-Unnamed "Distinguished Officer"

-"Brig. Gen John Coffee to Maj. Gen Andrew Jackson"

-"Maj. John Reid to unnamed Friend in Nashville"

-"Jackson's Address To The Army"

Primary Documents

HORSESHOE BEND

UNNAMED "DISTINGUISHED OFFICER"

Printed in The Clarion and Tennessee State Gazette, Nashville, Tennessee
Tuesday, April 12, 1814

6 miles from New Youchaw,
March 29, 1814

"On the 27th we reached the fortified bend of Tallapoosee and attacked the Indians in that place half after ten o'clock - their situation was a military one admirably calculated for defence, their fortification was so strong that it was found impracticable to reduce it with the cannon - it was therefore found necessary to take it by storm, the 39th regiment and part of the militia charged and took possession of the breast works and after a severe contest of a few minutes the Indians were driven back. The Cherokees in the mean time had crossed the river below and came in their rear. The slaughter was great, the battle continued until sun down, at which time the savages were all put to death, except a few that concealed themselves under the bank of the river. During the night they made their escape by swimming the river. During the night they made their escape by swimming the river. The number found dead of the enemy 557 with the addition of at least 200 shot in the river. - our loss, friendly Indians, Cherokees, in all about 40 killed and 90 wounded. Major Montgomery, of the regulars, was killed in the charge - it was an admirable charge Col. Williams is a sterling officer. "

Killed:

Capt. Gibbs, Capt. Gains, and Capt. Carr.

Wounded:

James Lewis, Wm. Dew, John Allen, (Corp.) Alex Laird, Jesse Wilkinson, Col. Morgan, Capt. Hermes, Lieut. Reynolds, and Lieut. Wright.

Source: HOBE historical files.

UNNAMED DISTINGUISHED OFFICER MARCH 29, 1814

HORSESHOE BEND

BRIG. GEN. JOHN COFFEE TO MAJ. GEN. ANDREW JACKSON

Fort Williams, 1st April 1814

Sir,

Agreeably to your order of the 27th Ultimo, I took up the line of march at half past six O'clock A.M. of the same day with a detachment of seven hundred cavalry and mounted gunmen and about six hundred Indians, five hundred of which were Cherokees and the balance friendly Creeks - I crossed the Tallapoosey river at the little Island ford about three miles below the bend, in which the enemy had concentrated, and then turned up the river bearing away from its cliffs - when within half a mile of the village the savage yell was raised by the enemy, and I supposed he had discovered and was about to attack me. I immediately drew up my forces in line of battle in an open hilly woodland, and in that position moved on towards the yelling of the enemy - previous to this I had ordered the Indians on our approach to the bend of the river to advance secretly and take possession of the bank of the river and prevent the enemy from crossing on the approach of your army in his front - when within a quarter of a mile of the river, the firing of your cannon commenced, when the Indians with me immediately rushed forward with great impetuosity to the river bank - my line was halted and kept in order of battle, expecting an attack on our rear from the Oaltfuskee villages, which lay down the river about eight miles below us - **The firing of/fouj cannon and small arms in a short time became general and heavy, which anim Steaour Indians, and seeing about one hundred of the Warriors and all the squaws and children of the enemy running about among the huts of the village, which was open to our view, they could no longer remain silent spectators, while some kept up afire across the river (which is about one hundred & twenty yards wide) to prevent the enemy's approach to the bank, others plunged into the water and swam over the river for canoes that lay at the other shore in considerable numbers, and brought them over, in which crafts a number of them embarked, and landed in the bend with the enemy - Colo. Gideon Morgan [Jr.] who commanded the Cherokees, Capt [Hugh] Kerr, and Capt William Russell, with apart of this company of Spies was amongst the first that crossed the river, they advanced into the village and very soon drove the enemy from the huts up the river bank to the fortified works from which they were fighting you - they pursued and continued to annoy them during the whole action** - This movement of my Indians forces left the river bank unguarded and made it necessary that I should send a part of my line to take possession of the river bank I accordingly ordered about one third of the men to be posted around the bend on the river bank, whilst the balance remained inline to protect our rear - Captain Hammonds company of Raingers took post on the river bank on my right and during the whole engagement kept up a continued and destructive fire on those of the enemy that attempted to escape into the river and killed a very large proportion of those that were found dead under the bank as well as many others sunk under water - I ordered Lieutenant Bean to take possession of the Island below with forty men, to prevent the enemy's taking refuge there, which was executed with promptitude, and which had a very

COFFEE TO JACKSON APRIL 1, 1814

HORSESHOE BEND

MAJOR JOHN REID TO UNNAMED FRIEND IN NASHVILLE

**Printed in The Clarion and Tennessee State Gazette, Nashville, Tennessee
Tuesday, April 12, 1814.**

CAMP MARCH 29

"We have at last struck a decisive blow. We found the enemy on the 27th to the number of one thousand, encamped on the bend of the Tallapoosee. You cannot imagine a situation more eligible for defence or rendered more secure by art.

Their breastwork of compactness and strength, and from five to six feet high, extended across the point, in such a direction as that an enemy approaching would be exposed to a double-fire. After finding it impracticable to make a breach in it with our cannon, we determined upon taking possession of it by storm. The enemy lay in great numbers and perfect security behind, awaiting our approach. Never were men more anxious to be led to the charge than both our regulars and militia. The long roll was sounded, and they moved forward to the charge with an undauntedness which was altogether astonishing. The breastwork was soon ours - and then commenced on our side the work of destruction - The enemy were wholly routed - 557 warriors were, left dead on the Peninsula, besides a great number who were killed in the river in endeavoring to make their escape, by the cavalry who had been previously posted on the opposite bank of the river. - It is believed that very few escaped. We took 3 or 400 prisoners, women and children.

Our loss was 25 killed and 106 wounded, many of them mortally: Poor Major Montgomery, whose death I sincerely lament fell in charging the works. He acted with the greatest gallantry."

REID TO UNNAMED FRIEND MARCH 29, 1814

HORSESHOE BEND

JACKSON'S ADDRESS TO THE ARMY

*Fort Williams
April 2d. 1814*

To the officers & soldiers who have lately returned from the expedition to the Tallapoosa

Fellow-Soldiers

You have entitled yourselves to the gratitude of your general & of your country. The expedition from which you have just returned, has, by your good conduct, been rendered prosperous beyond any example in the history of our warfare. It has redeemed the character of Tennessee, & of that description of troops of which the greater part of the army was composed.

You have, in a few days, opened your way to the Tallapoosa, & destroyed a confederacy of the enemy, ferocious by nature, & grown insolent by the impunity with which they had so long, committed their depredations. Relying on their numbers- the (strength) security of their situation-& the assurances of their prophets, they derided our approach, & already exulted in anticipation of the victory they hoped to obtain over us. They knew not what brave men could effect, when they came to chastise an insolent foe. Barbarians, they were ignorant of the influence of civilization & of government, over the human powers. They hoped to frighten us by their yells & to oppose our progress by fortifications of wood. Stupid mortals! Their yells only designate their number & situation with the more certainty; & their walls become a snare for their own destruction. So it must ever be when presumption & ignorance contend against bravery & prudence.

The fiends of the Tallapoosa will, no longer murder our women & children, or disturb the quiet of our borders. Their midnight flambeaux will no more illuminate their council-house, or shine upon the victim of their infernal orgies. They have disappeared from the face of the Earth. In their places, a new generation will arise who will know their duties better. The weapons of warfare will be exchanged for the utensils of husbandry; & the wilderness which now withers in sterility & seems to mourn the desolation which overspreads it, will blossom as the rose, & become the nursery of the arts. But other chastisements remain to be inflicted before this happy day can arise. How lamentable it is that the path to peace should lead through blood & over the carcasses of the slain!!! But it is in the dispensations of that providence which inflicts partial evil, to produce general good.

Our enemy are not sufficiently humbled since they do not sue for peace. A collection of their forces again await our approach & remain to be dispersed. Buried in ignorance & seduced by their prophets, they have the weakness to believe they shall be able to maintain a stand against our arms. We must undeceive them. They must be made to atone for their obstinacy & their crimes by still farther suffering. The hopes which have so long deluded them, must be driven from their last refuge. They must be made to know that their prophets are imposters, & that our strength is mighty & will prevail. Then & not till then may we hope for a lasting & beneficial peace.

JACKSON'S ADDRESS TO THE ARMY APRIL 2, 1814