Grades: 3rd, 5th, 8th  
Subject: Social Studies, English/Language Arts  
Time Required: 2 50-minute class periods  
Author: Teaching with Primary Sources—MTSU, Claire Ackerman

**Overview**
Students will develop an understanding of exploration and settlement in early Tennessee during a time when the state was the nation’s western frontier. Students will read maps, illustrations, and texts, and take on the roles of frontier people to make decisions based on historical evidence.

**Understanding Goal**
Students will understand and convey the experience of explorers and settlers migrating to the Tennessee frontier in the late 18th century.

**Objectives**
Students will:
- develop an understanding that knowledge about people is recorded through written documents, illustrations, and maps.
- compare different routes to Nashville and develop an understanding of the rationale of settlers in their choice of route to the frontier and settlement locations.
- Develop an understanding of the hardships and rewards of settler life, paying particular attention to the experiences of the frontiersmen in addition to the experiences of women and children.

**Investigative Questions**
What was life on the frontier like? Why were explorers like Daniel Boone and Davy Crockett drawn to the frontier?

**Curriculum Standards**
English/Language Arts
- 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.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
- 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.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.
**Curriculum Standards (cont.)**

- 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.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
- 5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
- 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.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
- 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
- 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
- 8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.
- 8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
- 8.W.TTP.3 Write narratives (fiction and non-fiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**Tennessee Social Studies Standards**

- 3.30 Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.
- 3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.
- 5.29 Explain how the Cumberland Gap and Wilderness Road influenced migration into the Tennessee region following the Proclamation of 1763.
- 8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796).

**Materials**

- Overhead projector connected to computer
- **Worksheet—Daniel Boone Real Estate Fact Sheet**
- **Worksheet—Davy Crockett Indentured Servant Graphic Organizer**
- **Worksheet—Daniel Boone Shadow Box Instructions and Ideas**
- **Worksheet—Davy Crockett Indentured Servant Scene Planning**
- **Primary Source Analysis Teacher’s Guide (Photographs and Prints)**
- **Primary Source Analysis Teacher’s Guide (Books and Other Printed Texts)**
- **Primary Source Analysis Worksheet**
- Materials for Shadow Box:
  - Box with lid, like a show box or other small box
  - Cellophane or plastic wrap
  - Construction paper, different colors
  - Scissors
  - Colored pencils, crayons, markers
  - Tape or glue
MATERIALS (CON’T)

PRIMARY SOURCES FROM THE LIBRARY OF CONGRESS

- Map of the state of Kentucky: with the adjoining territories / [1794] http://www.loc.gov/item/2007630404/
- General view of Cumberland Gap, Tennessee [1862] https://www.loc.gov/item/2006678473/
- Boone’s Cabin, High Bridge, Ky. [1907] https://www.loc.gov/item/2016806885/
  - See pages 10-14 of lesson plan for excerpts.
- Colonel Crockett / engraved by C. Stuart from the original portrait by J.G. Chapman. [1839] https://www.loc.gov/item/93511184/
  - See illustration before title page.
- A Narrative of the Life of David Crockett [1834] http://hdl.loc.gov/loc.gdc/scd0001.00146459250
  - See pages 15-16 of lesson plan for excerpts.

OTHER RESOURCES:

- Tennessee Encyclopedia of History and Culture entry: David “Davy” Crockett
- Tennessee Encyclopedia of History and Culture entry: Daniel Boone

Colonel Crockett [1839]
**Procedure**

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<th>Day One</th>
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<td><strong>Step 1</strong></td>
<td>Prior to the lesson, print out copies of the analysis worksheets, the graphic organizers and the reading passages. (Note: each of the two maps {see Step 4} will easily fit onto an 8 1/2 x 11 in. sheet of paper.)</td>
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<td><strong>Step 2</strong></td>
<td>On an overhead, show your class the image Colonels Crockett and the illustration before the title page of <em>Life of Daniel Boone</em>. At this point, do not tell students who these men are. Using the questions on the primary source analysis teacher’s guide, discuss the images as a class. Record student responses on a whiteboard for future reference.</td>
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<td><strong>Step 3</strong></td>
<td>Reveal to the students the names of the two image subjects (Davy Crockett and Daniel Boone) and ask them what they know about each man. Ask the students what questions they have about the two men and the Tennessee frontier. Record student responses on a whiteboard for future reference.</td>
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<td><strong>Step 4</strong></td>
<td>Give each student a copy of <em>A map of the Tennessee government, formerly part of North Carolina and Map of the state of Kentucky: with the adjoining territories</em>. Maps should also be viewable online in the classroom (see links on p. 3).</td>
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<td><strong>Step 5</strong></td>
<td>Have students analyze the maps. Be sure to have them pay particular attention to the roads and the geographic features in order to decide upon a path to Nashville from one of three assigned starting points—Franklinville, Knoxville, or Price’s Settlement. Students will use the Primary Source Analysis Tool to record their thoughts about the possible hardships or advantages of different paths. Students are free to choose any stopping point on the map for their final destination.</td>
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<td><strong>Step 6</strong></td>
<td>Have students share their paths, final destinations, and reasoning for choosing them with the class.</td>
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<td><strong>Step 7</strong></td>
<td>Show the students the illustration of <em>Cumberland Gap</em> and explain that this was part of the journey on the Wilderness Path created by Daniel Boone to explore and settle in Tennessee and Kentucky. Did any students choose this path? Why or why not?</td>
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<td><strong>Step 8</strong></td>
<td>Divide the class into three groups: a wedding excerpt shadow box group, a house-raising drawing group, and an indentured servant skit group. Distribute the homework reading assignments to each appropriate group: the excerpt from Daniel Boone on the wedding (pp. 10-12), the excerpt from Daniel Boone on the house-raising (pp. 13-14), and the excerpt from Davy Crockett’s autobiography on indentured servitude (pp. 15-16). Also assign students the Tennessee Encyclopedia of History and Culture entries on either Daniel Boone or Davy Crockett depending on which reading they are assigned.</td>
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**PROCEDURE (cont.)**

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<th>Day 2</th>
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| Step 8 | Divide the class into three groups based on each group’s assigned activity. Distribute the appropriate worksheets for each group.  

Group 1: Students will choose a scene from the wedding description in the Daniel Boone text (dancing, eating, the procession, etc.) and create a shadowbox scene depicting that aspect of the frontier wedding. Have the students use the [Instructions for Creating a Shadow Box](#) to help plan for their boxes.

Group 2: Students will use the description of Daniel Boone’s house from the text to draw pictures of what they think Daniel Boone’s house would have looked like. Have the students use the [Real Estate Fact Sheet: Daniel Boone House](#) worksheet to plan and draw the house. [After this group’s presentation (see Step 9), share the [photograph of Daniel Boone’s house](#) with the students. Were the students’ drawings similar?]  

Group 3: Students will create a short 5-10 minute skit on Davy Crockett’s experience as an indentured servant. Students can include characters like Davy Crockett, his parents, his employer, his siblings, his co-workers, and others. Students will use the [Davy Crockett Indentured Servant Graphic Organizer](#) and the [planning worksheet](#) to help plan the scene.  

| Step 9 | Bring students back together as a class. Have the different groups present their projects to the class. Discuss how their impressions of the frontier experience have changed. |

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**EVALUATION**

- 30 pts. Map Activity  
- 20 pts. Worksheets  
- 30 pts. Participation in group projects  
- 20 pts. Presentations

**EXTENSION**

Have students read a few larger portions of the Davy Crockett autobiography and the Daniel Boone biography. Using information in the two texts, have students write an essay comparing and contrasting the two men and their lives.
Real Estate Fact Sheet: Daniel Boone House

Draw your image in the box below. Feel free to divide the box into smaller areas to show the interior/exterior or different angles. Base your drawing on the information contained in the Daniel Boone description of the house-raising.
INSTRUCTIONS FOR CREATING A SHADOW BOX

Materials Needed:

- Box with lid
- Cellophane or saran-wrap
- Construction paper, different colors
- Scissors
- Colored pencils, markers, crayons
- Tape or glue

Project:

Illustrate a scene from the Daniel Boone wedding text using both 2 and 3-D elements.

Write a caption that explains the scene.

How to Make a Shadow Box:

- Put the on the box.
- Cut an observation hole for viewing.
- Cut some holes in the top or the back of the box to let light in.
- Put a layer of cellophane over the front so the box becomes an enclosure that people can look into.
- Remember this is a 3-D project. Try to use space in the front, middle, and back of the box.
- Take time to think about your scene and plan what you want to include.
- Draw practice sketches first.
- Draw some objects for your scene. Cut them out and fold them. Think about placement and experiment with placement before you adhere the objects to the box using tape or glue.
NAME

PLANNING WORKSHEET:

What is the setting for the scene?

Who are the people you want to include in your scene?

What do you want to include in the background?

What objects or props can you use or create to add detail to your scene?
Frontier weddings were prolonged and boisterous. On the nuptial morning the bridegroom’s attendants gathered early at his house in order that they might reach the bride by noon, the usual time for celebrating the ceremony, which, according to custom, took place before dinner. The men, dressed in linsey hunting-shirts, leather breeches, leggings, and moccasins, all homemade, accompanied the young women of the wedding party. They also wore homemade clothes, linsey petticoats and linsey or linen bed-gowns, and coarse shoes and stockings. All rode on horseback, generally in double file, although the narrowness of the trails often made this difficult. Sometimes disgruntled neighbors, vexed perhaps because they were not invited to the marriage, increased the difficulties of the march by draping grapevines or felling trees across the way or by startling the horses and riders with shots from ambush. Border young people were accustomed to obstacles; from infancy they were trained to expect them and to surmount them. The wedding party, having quieted the horses and calmed any of the girls who chanced to become excited, usually cleared the path and proceeded merrily.

At the close of the ceremony, solemnity vanished; the young couple was congratulated and fêted;
and the frolic, long anticipated in the neighborhood, was joined in by all except the bride’s relatives who were busy with the cooking. No wedding without a dinner in those days! The feast followed the ceremony as soon as it could be placed upon the table, which often was merely a large slab of rough timber set for the occasion with pewter plates and spoons, wooden trenchers and bowls, and knives and forks of bone. It was a substantial meal—beef, pork, fowl, and sometimes bear meat and venison, roasted and boiled, with potatoes, cabbage, and other vegetables. Appetites were keen and spirits merry, and all ate heartily—all, perhaps, save the bride and groom who probably felt the seriousness of the occasion more deeply than their hilarious guests.

Soon after the substantial dinner, a musician struck up, couples laughingly took their places on the floor, the elders applauded, and dancing began. It was not the stately dancing of the colonial period as often pictured, but a far more rollicking amusement. The figures were three- and four-handed reels or square sets, and jigs. Generally the dance began with a “square four” which was followed by a jig or “jigging it off.” Two of the four dancers of the square set “singed out” for a jig, and the remaining pair followed them. When either couple
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Daniel and Rebecca began their married life in
a rough log cabin on Squire Boone's farm, but soon
they acquired level land of their own lying on
Sugar Tree, a tributary of Dutchman's Creek, in
the Bryan settlement and only a few miles north
of the elder Boone's. There they built a cabin
which friends and relatives probably helped to
"raise," according to the usual manner of settling
a young couple among pioneers.

Soon after the wedding day, a party of choppers
felled trees and cut them into logs of proper lengths
for the sides and ends of the building. Other
woodsmen searched for straight-grained trees from
three to four feet in diameter which could be split
for clapboards for the roof. Smaller trees were
hewn and their faces smoothed for puncheons for
the floor. As a rule this lumber was prepared on
the first day, and sometimes by that evening the
foundation was laid. On the next day the "raising"
took place. The neighbors gathered early in the
morning and at once chose four "corner men"
whose business it was to notch and place the logs.
The others handed them the timbers. Boards and puncheons were put in place for floor and roof, and generally by sunset a cabin stood in the clearing. A third day made it habitable. Masons daubed the chimney cracks with mortar, and carpenters made a door and a window, a table and stools, shelves for the dishes, wooden beds and wooden pegs. Then, before the young couple was allowed to move in, a housewarming was held in the new home; this closed with an all-night dance attended by the relatives of the bride and groom and their neighbors.

Daniel and Rebecca Boone began their married life in this wild and isolated region with only the barest necessities. Yet there was comfort in having their own cabin, however primitive it might appear, with its unhewn timbers chinked closely with moss and clay to keep out the frost, and suggesting the woodland even within the little house. There was pleasure in kindling their own fire on their own hearth, and in arranging their few possessions—the plain furniture, the dishes, the drinking mugs of gourds and hard-shelled squashes, the candle-sticks, the skins, Daniel’s hunting trophies, his fowling-pieces and scalping-knives, the clothing and bedding, the scant sewing materials, the farming implements, the flitches of bacon, venison, and bear’s meat.
CHAPTER III.

I had remained for some short time at home with my father, when he informed me that he owed a man, whose name was Abraham Wilson, the sum of thirty-six dollars, and that if I would set in and work out the note, so as to lift it for him, he would discharge me from his service, and I might go free. I agreed to do this, and went immediately to the man who held my father’s note, and contracted with him to work six months for it. I set in, and worked with all my might, not losing a single day in the six months. When my time was out, I got my father’s note, and then declined working with the man any longer, though he wanted to hire me mighty bad. The reason was, it was a place where a heap of bad company met to drink and gamble, and I wanted to get away from them, for I know’d very well if I staid there, I should get a bad name, as nobody could be respectable that would live there. I therefore returned to my father, and gave him up his paper,
which seemed to please him mightily, for though he was poor, he was an honest man, and always tried mighty hard to pay off his debts.