

Five Day English Language Arts & Social Studies Unit: “The Battle of Horseshoe Bend”

Created by: Jennifer Johnson Curriculum Development Specialist for the Seminole Nation of Oklahoma and Emily Rasbury English Language Arts Teacher at Horseshoe Bend School in Alabama

Grade Level: Middle School (developed especially for 7th Graders)

Overall Time: Five 90-minute lessons

Overall Objectives:

Alabama College & Career Readiness Standards (CCRS)

1. CCR Reading Information Text Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - RI.10. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]
 - 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. CCR Reading Information Text Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - RI.11. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. [RI.7.2]
 - 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. CCR Reading Information Text Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - RI.12. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]
 - 6-8.RH.3. Identify key steps in a text’s description of a process related to history/social studies.
4. CCR Reading Information Text Anchor Standard 4: Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - RI.13. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone. [RI.7.4]
 - 6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. CCR Reading Information Text Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g.’ a section, chapter, scene, or stanza) relate to each other and the whole.
 - RI.14. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. [RI.7.5]
 - 6-8.RH.5. Describe how a text presents information (e.g.’ sequentially, comparatively, casually).
6. CCR Reading Information Text Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
 - RI.15. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. [RI.7.6]

- 6-8.RH.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 7. CCR Reading Information Text Anchor Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - RI.16. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject. [RI.7.7]
 - 6-8.RH.7. Integrate visual information with other information in print and digital texts.
- 8. CCR Reading Information Text Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - RI. 17. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. [RI.8.8]
 - 6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- 9. CCR Reading Information Text Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - RI.18. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. [RI.7.9]
 - 6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.
- 10. CCR Reading Information Text Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
 - RI.19. ...read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.7.10]
 - 6-8.RH.10. ...read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- 11. CCR Writing Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - W.7.20. Write arguments to support claims with clear reasons & relevant evidence [W.7.1]
 - a. Introduce claim(s), acknowledge alternate or opposing claims, & organize the reasons & evidence logically. [W.7.1a]
 - b. Support claim(s) with logical reasoning & relevant evidence, using accurate, credible sources & demonstrating an understanding of the topic or text. [W.7.1b]
 - c. Use words, phrases, & clauses to create cohesion & clarify the relationships among the claim(s), reasons, & evidence. [W.7.1c]
 - d. Establish and maintain a formal style. [W.7.1d]
 - e. Provide a concluding statement or section that follows from & supports the argument presented. [W.7.1e]
- 12. CCR Writing Anchor Standard 2: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - W.7.21. Write informative or explanatory texts to examine a topic concepts & information through the selection, organization, and analysis of relevant content. [W.7.2]
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, & information using strategies such as definition, classification, comparison or contrast, & cause & effect... [W.7.2a]

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information & examples. [W.7.2b]
 - c. Use appropriate transitions to create cohesion & clarify the relationships among ideas & concepts. [W.7.2c]
 - d. Use precision of language & domain-specific vocabulary to inform about or explain the topic. [W.7.2d]
 - e. Establish & maintain a formal style. [W.7.2e]
 - f. Provide a concluding statement or section that follows from & supports the information or explanation presented. [W.7.2f]
- 13. CCR Writing Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 14. CCR Writing Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - W.7.26. Conduct short research projects to answer a question, drawing on several sources & generating additional related, focused questions for further research & investigation. [W.7.7]
- 15. CCR Writing Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 16. CCR Writing Anchor Standard 10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.
- 17. CCR Speaking and Listening Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - SL.7.30 Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly. [SL.7.1]
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe & reflect on ideas under discussion. [SL.7.1a]
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.7.1b]
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. [SL.7.1c]
 - d. Acknowledge new information expressed by others, and, when warranted, modify their own views. [SL.7.1d]
- 18. CCR Speaking and Listening Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - SL.7.31 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. [SL.7.2]
- 19. CCR Speaking and Listening Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - SL.7.33 Present claims and findings, emphasizing salient points in a focused manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.7.4]

20. CCR Speaking and Listening Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Topic: The Battle of Horseshoe Bend

Grade Level: Middle School

Guiding Question: Why is the Battle of Horseshoe Bend significant in Alabama and Maskoke history?

DAY 1

Materials:

- Posterboard
- KWL format
- Horseshoe Bend National Military Park pamphlet (<http://www.nps.gov/hobe>)
- Horseshoe Bend Bicentennial magazine
- Map
- *Victory* book
- *War of 1812* book
- Horseshoe Bend video
- Maskoke Origin story (<http://www.muscogeenation-nsn.gov/Pages/History/pdf/historyresources.pdf>)
- Guiding Questions

Activities:

1. Using a posterboard, develop a KWL Chart about the Battle of Horseshoe Bend.
 - a) What do we KNOW already about the Battle of Horseshoe Bend? (15 mins)
2. Discuss the use of historical documents as informational text. What kind of information can we glean from historical documents? (15 min)
 - a) pamphlet
 - b) magazine
 - c) map
 - d) victory book
 - e) war of 1812
 - f) Horseshoe Bend
 - g) Maskoke Origin story
3. In groups, have children examine documents and discuss their use in learning about the Battle of Horseshoe Bend. Each discussion group should have a list of Guiding Questions to answer. Students will write a summary of what historical information they learned using the documents presented today. (45 mins)
4. Culminating Activity/Revisit KWL (15 mins)
What do we WANT to learn?

Guiding Questions for Reading Documents

Use this guide to help you analyze documents. Answer the questions using evidence from the document. Write your answer based on what you see and what you may already know. (Adapted from <http://historyexplorer.si.edu/PrimarySources.pdf>)

First Impressions

What are your first impressions?

What kind of document is it (letter, ad, newspaper, etc)? How do you know?

Looking More Closely

Read through the document carefully. Make a list of any unusual words or phrases.

Is there a date on it? If so, what is it?

If not, are there any other clues that might indicate when it was written?

Is there a location indicated? What is it?

Who wrote or created the document? How can you tell?

For whom was the document written or created? How do you know?

What is the purpose of the document? What made you think this?

Thinking Further

What do you think the writer thought was the most important information to convey? Why?

Does the document convey a certain tone?

What does it imply without stating directly?

Can you tell the point of view of the writer? Is it objective?

What is the relationship between the writer and the audience? How can you tell?

DAY 2

Objective: Introduce and discuss the use of primary and secondary sources in research.

Primary sources

Battle maps

Soldier letters

Andrew Jackson Letters to wife

Secondary sources

Magazine accounts of the battle

The Day of the Battle – see page 10-17

When the River Ran Red- see page 18-19

The Battle of Horseshoe Bend Video

Materials:

- KWL chart from Day 1
- Battle maps
- Soldier Letters
- Andrew Jackson letter to wife
- Horseshoe Bend Bicentennial magazine articles “The Day of the Battle” & “When the River Ran Red”
- Battle of Horseshoe Bend video
- Primary and Secondary Sources document

Activities:

1. Utilize primary and secondary sources to examine the Battle at Horseshoe Bend.

Set the sources up in six stations around the classroom.

In groups, students will rotate through the sources station. Ask students to skim read and fill out their sources chart. (See appendices)(40 min)

2. Bring the students back together, review the sources chart to check for comprehension. Students can justify their answers. (10 min)

3. Students will then watch the Battle of Horseshoe Bend Video. (20 min)
4. Discuss the video in a whole class group. (10 min)

Day 3

Objective: To teach students to think critically about history using perspective as a lens to analyze the Battle of Horseshoe Bend.

Materials:

- Index cards with the following roles listed: Andrew Jackson, A soldier in Jackson's army, a Tennessee Militia Soldier, Menawa, Maskoke Woman, Cherokee Warrior

Activities:

1. Group students and assign a character role to each group. Ask students to think about the Battle of Horseshoe Bend from the perspective of the character that they have been assigned. Assign the following journal prompt "It is the night before the battle. Imagine what your character is thinking and feeling. What is he/she worried about? Are his/her thoughts of home and family? Is there excitement and tension in the air? Write a diary entry through the eyes of your character." (30 mins)
2. After students have completed their diary entry, regroup students so that a representative from each character is present in each group. For example, each group will have an Andrew Jackson, Menawa, Maskoke woman, etc. Each student will then present/read their diary entry to their group. (30 mins)
3. Students will then rotate to their original group and discuss the perspectives they heard. The teacher will then ask students to discuss with the rest of the class, why this battle was important to each group of people. Students should be prepared to defend their reasons. (30 mins)

Day 4

Objective: Students will sequence events and utilize transition words in a variety of texts.

Materials:

- “Somebody...Wanted” Sequence Chart
- Sequence Strip Template

Activities:

1. Introduce the “Somebody...Wanted” sequence chart. Explain how students should utilize their background knowledge to fill out the chart. Each student should complete the chart individually. (20 mins)
2. Utilizing the “Somebody...Wanted” chart, either individually or in groups, brainstorm the sequence of events so that students can develop a sequence pictorial strip of events for the Battle of Horseshoe Bend. Emphasize to the students that the strip should include pertinent information of the events leading up to, during and the aftermath of the Battle of Horseshoe Bend. The strip should be well thought out with supporting details. Teacher should remind them of their time frame throughout the class period. (1 hr.)

Day 5

Objective: Students will present the pictorial sequence strip and develop a written summary of what they have learned about the Battle of Horseshoe Bend.

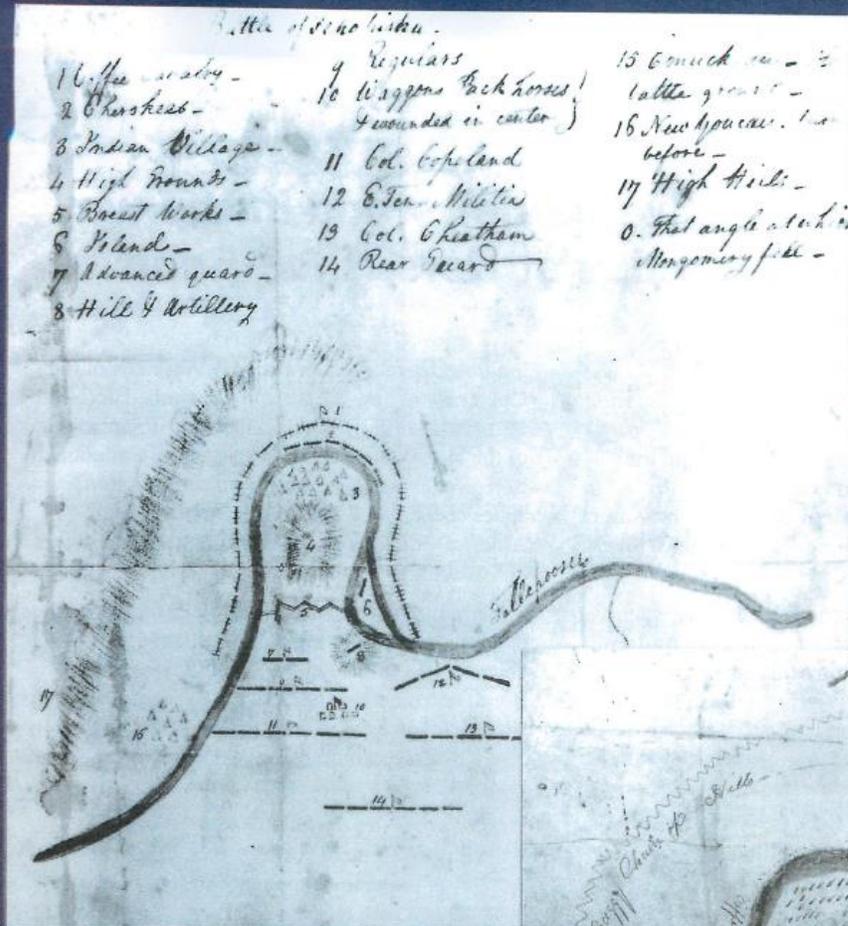
Materials:

- Completed Sequence Strips
- Flow Chart Graphic Organizer
- Paper
- Pencil

Activities:

1. Students will present their completed Sequence Strips to the class. The teacher will lead a class discussion to examine the key facts, important details and the artistic portrayals of the strips. Students will vote on the most accurate representation of the Battle. (30 min)
2. Students will then individually complete the graphic organizer as a prewriting activity in order to organize details from the battle. After they have completed this task, students will then need to summarize the events from the Battle of Horseshoe Bend, keeping in mind all of the perspectives that they have discussed. Remind students to utilize the transition words from the graphic organizer. Students will turn in their summary at the end of the class period. (1 hr.)

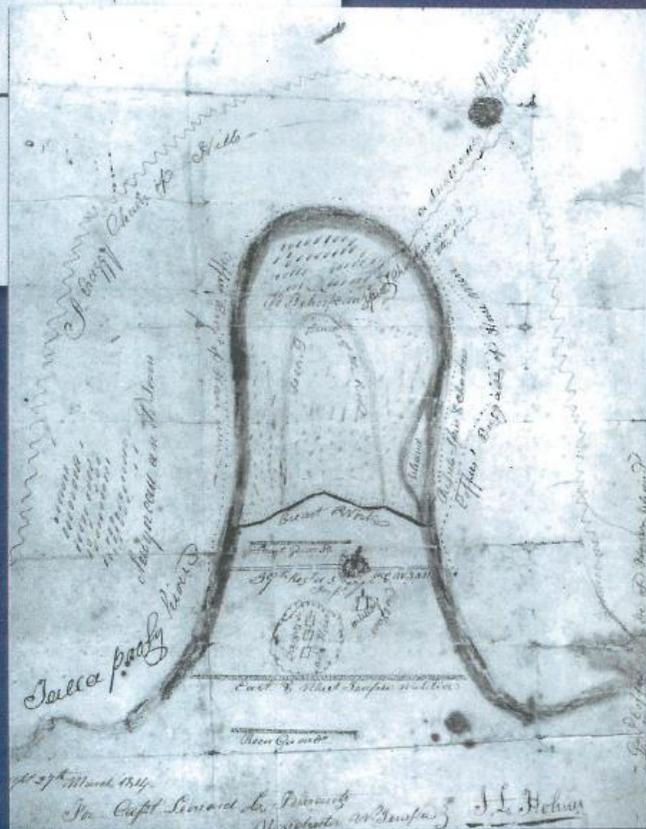
"The Day of the Battle"



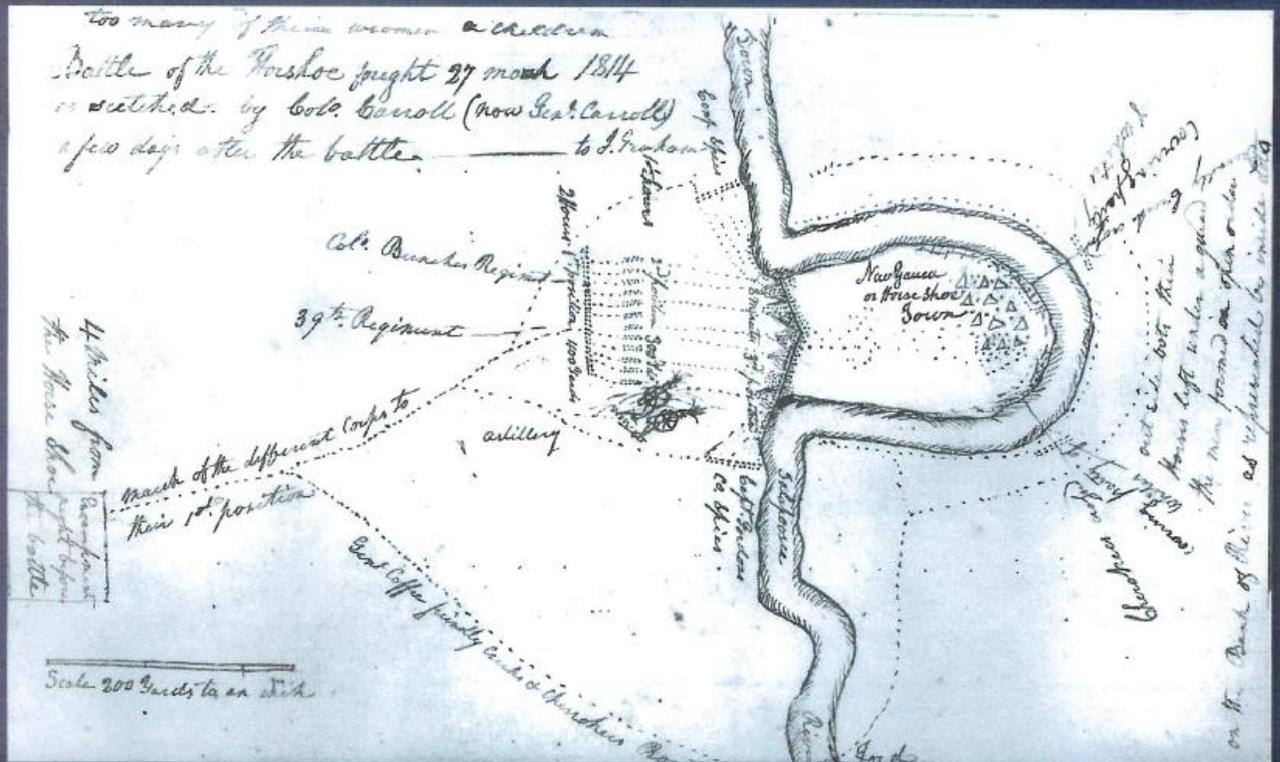
Andrew Jackson's map of the battle, courtesy of the Tennessee Historical Society.

"It is believed not more than 20 have escaped."

- Andrew Jackson following the battle



Map of Horseshoe Bend on display at Horseshoe Bend National Military Park. Image courtesy of the Alabama Department of Archives and History.



Map drawn by Col. William Carroll, regarded as the most accurate depiction of troop movements during the battle. Original owned by the North Carolina State Archives.

The Day of the Battle

It was Saturday, March 26, 1814, when Gen. Andrew Jackson's army of more than 3,000 men halted its march and set up camp near Emuckfau Creek, roughly 5 miles from the horseshoe-shaped bend in the Tallapoosa River. Although the exact location of his camp is unknown, it was likely near the present-day city of New Site.

Menawa, a respected Red Stick leader from the Creek town of Okfuskee, waited at the horseshoe in the temporary fortified settlement of Tohopeka, which means "barricade" in the Creek tongue. With Menawa were roughly 1,000 Red Stick warriors and at least 350 women and children.

Several months earlier, probably in December 1813, people from six Upper Creek towns – Newyaucau, Oakfuskee, Oakchaya, Eufaula, Fishponds, and Hillabee – had gathered at Horseshoe Bend to build the fortification.

Even Jackson, upon seeing the site, was impressed with its potential.

"This bend, which resembles in its curvature that of a horseshoe includes, I conjecture, 80 or 100 acres. The river immediately around it, is deep, and somewhat upwards of 100 yards wide. As a situation for defense, it was selected with judgment, and improved with great industry and art," Jackson said.

At the toe of the bend, the Red Stick Creek built a temporary village of about 300 log houses. Across the narrow neck of the bend they constructed a log-and-dirt barricade nearly 400 yards long. Although no definitive description of the barricade exists today – the three eye-witness maps pictured in this magazine are each substantially different – it is likely that the barricade was shaped like a shallow V pointing toward the village, which allowed the Red Sticks to fire at attackers from both sides.

Historians know the log wall was 5-8 feet

tall, made of 40-foot-long pine trunks stacked five or more high, with two rows of firing ports cut into wall. Behind the barricade were piles of logs on the stump-riddled field that could be used as fall-back cover.

In this fortified location, the Red Sticks hoped to defeat an attacking army or at least delay the attackers while the women, children, and older men escaped down river.

At 6:30 on Sunday morning, March 27, Jackson divided his army into two parts. He ordered Gen. John Coffee's force of 700 mounted riflemen and 600 allied warriors to

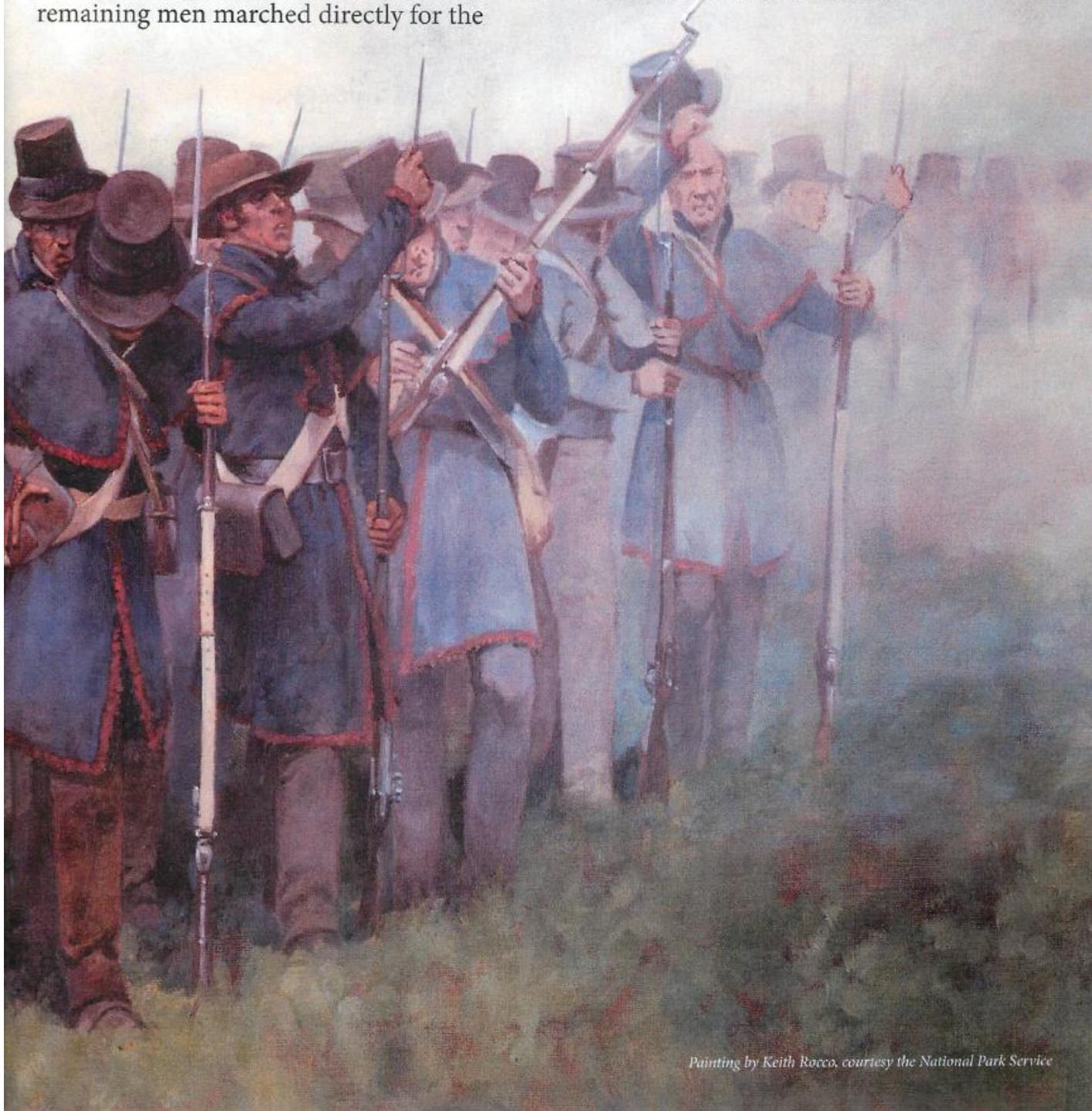


cross the Tallapoosa about 2 and a half miles down-river from Tohopeka and surround the village on a ridge above the outside river bank. The allied Indians, wearing whitetail deer tails in their hair to distinguish themselves from the hostile Creeks, lined up directly across the village, while the troops took up positions along the sides of the horseshoe.

Meanwhile, Jackson and his 2,000 remaining men marched directly for the

neck of the horseshoe and the barricade, arriving by 10 a.m.

Jackson knew that it would be extremely difficult to attack the well-designed barricade so attempted to open a gap in it with his two cannons – one shot 3-pound balls, the other 6-pound balls. The field guns were positioned 80 yards from the barricade, within shot of the Red Stick muskets, on top of a rise now known as Gun Hill.



Painting by Keith Rocco, courtesy the National Park Service

As a distraction, Jackson set up a small force of riflemen to fire on the Red Sticks.

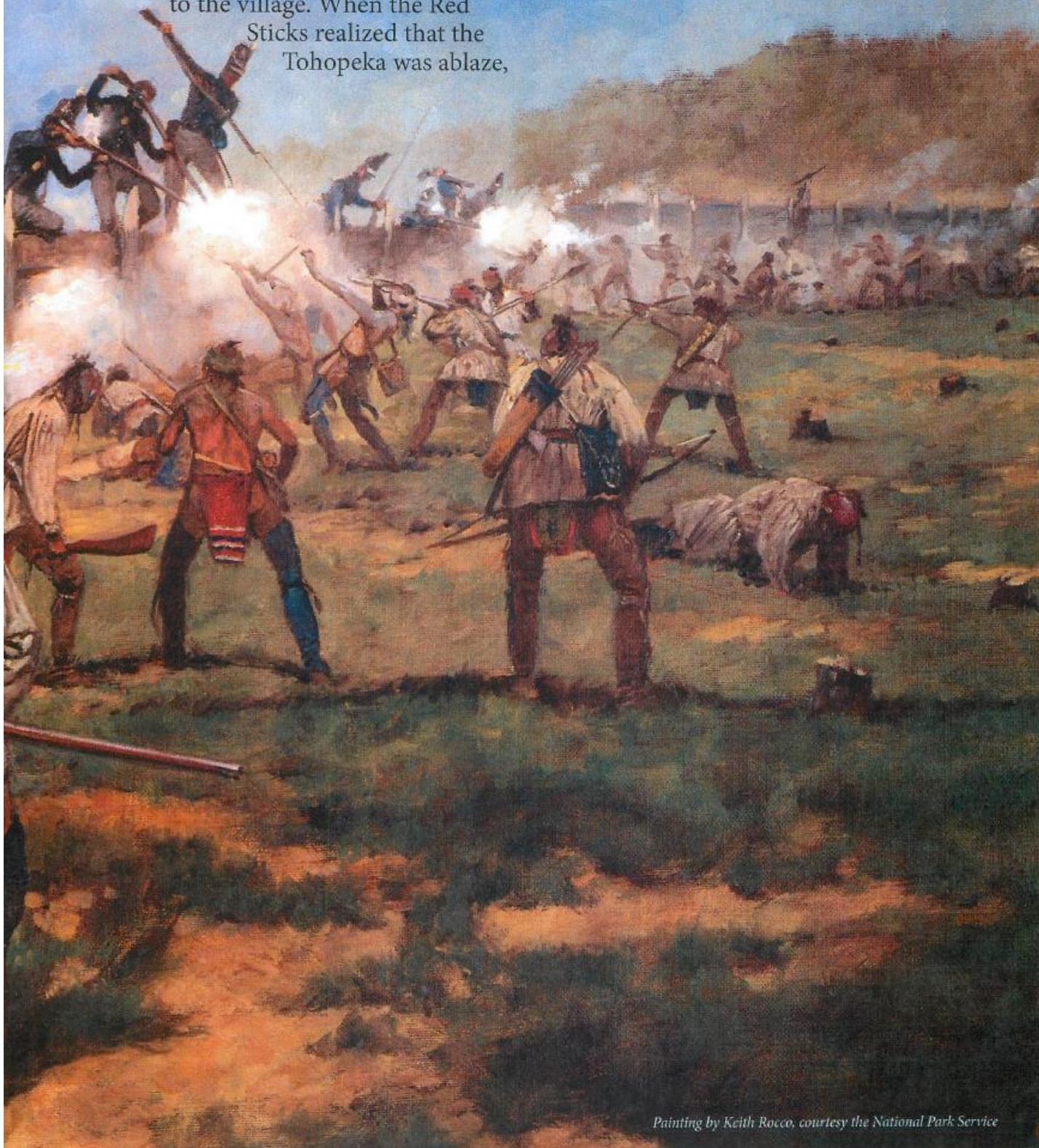
Despite the distraction, Red Stick flintlocks claimed one artillery man and wounded 10 more on top of Gun Hill. The bombardment began at 10:30 a.m. For two hours the guns fired iron shot at the barricade, though it failed to create a breach in the wall. All the while, the Red Sticks waited behind the fortification and shouted at the army to meet them in hand-to-hand combat. Perhaps a third of the 1,000 warriors defending the barricade possessed a musket or rifle.

Meanwhile, across the river from Tohopeka, three of



Coffee's Cherokee warriors slipped into the river and swam to canoes lying on the opposite bank. One, known as "The Whale," was wounded. Using captured canoes, the Cherokee and Lower Creek warriors crossed the river in increasing numbers, setting fire to the village. When the Red Sticks realized that the Tohopeka was ablaze,

some left the barricade and went to defend the village. It was not clear who, if anyone, gave the order to attack from the rear, but it proved to be a pivotal point in the battle.



Painting by Keith Rocco, courtesy the National Park Service

At 12:30 p.m., after seeing smoke rising above the treetops and hearing gunshots deep in behind the barricade, Jackson launched his attack, ordering the barricade be taken "by storm." Drummers signaled the advance, and with bayonets fixed, the regulars swept forward. Jackson's men overran the barricade and after intense, brutal, hand-to-hand combat, the Red Sticks fell back to the defensive log piles in the interior of the bend. They fought desperately but were outgunned and vastly outnumbered. Many tried

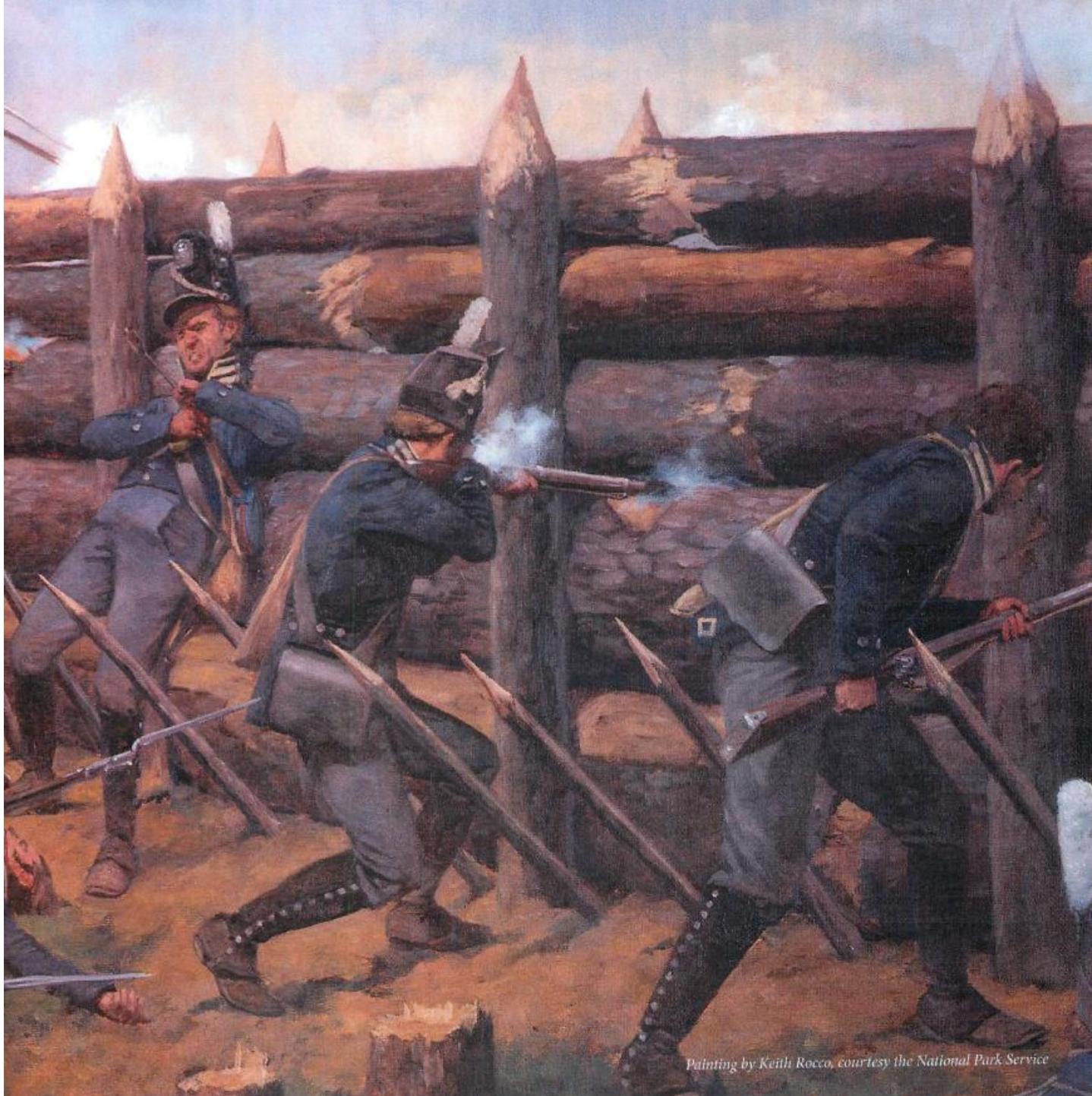


to escape into the river, but Coffee's men, stationed on the opposite side of the river as well as on Bean's Island, shot them in the water as they attempted to cross. Jackson's men searched *the peninsula*, killing the Red Sticks as they were found.

"It is believed that not more than 20 have escaped," Jackson wrote.

The fighting raged nearly six hours before darkness fell and ended the battle.

~ As related by Ove Jensen, Historian and Park Director at Fort Toulouse/Fort Jackson



Painting by Keith Rocco, courtesy the National Park Service

When the river ran red

After hours of fighting, the out-numbered Red Sticks suffered enormous casualties at the hands of Jackson's troops

For several hours, the Red Sticks waged bloody war with the American forces and their allies at Horseshoe Bend.

Despite the weaponry and numerical advantages the Americans held, the Red Sticks proved to be a formidable opponent. However, the out-dated nature of their firearms, which were less accurate, less reliable and less numerous, proved to be the downfall of the Upper Creek Indians. The out-gunned Red Sticks fought desperately but ultimately fell to a superior military force.

According to the National Park Service, "What followed is best described as a slaughter. European American soldiers and their Creek allies killed as many Red Sticks as possible. For example, they set fire to a heap of timber the peninsula's defenders had hidden behind; when the Red Sticks emerged, they were immediately shot down. The bloodshed continued until dark; the next morning another 16 Creek, found hidden under the banks, were killed."

Col. Gideon Morgan, who received a severe wound over his right eye, described the fight behind the barricade as follows:

"We were warmly assailed on every quarter, except our rear, where we only kept open by the dint of hard fighting. The Cherokees were continually crossing, and our number increased in about the proportion in which the Creeks were diminished, who laid prostrate in every quarter—their numbers were vastly superior to ours but were occupied in maintaining their breast-work, which they appeared determined never to surrender."

Eventually the Americans and their allies forced the Red Sticks to abandon their barricade and village and to attempt to retreat across the Tallapoosa River.

However, Gen. John Coffee's men were stationed on the opposite bank, waiting for the Creek warriors, and they shot them before they ran and swam across. The fighting raged until sundown.

According to one soldier, "the Tallapoosa might truly be called a river of blood for the water was so stained ... it could not be used." It was said that Red Sticks killed while attempting to escape by crossing on felled trees "would drop like turtles into the water" when shot.

Chief Menawa was wounded seven times, including being shot through the mouth, but managed to escape the slaughter by lying among the dead until nightfall and then crawling to the river where he climbed into a canoe and disappeared downriver into the darkness. He landed at Elkahatchee Creek, near the current location of Wind Creek State Park, where many of the Tohopeka's women and elderly had been moved before the battle began. Menawa remained a prominent leader in Creek society and continued to live along the Tallapoosa River until 1836, when he was forced to relocate to Indian Territory in what is today Oklahoma.

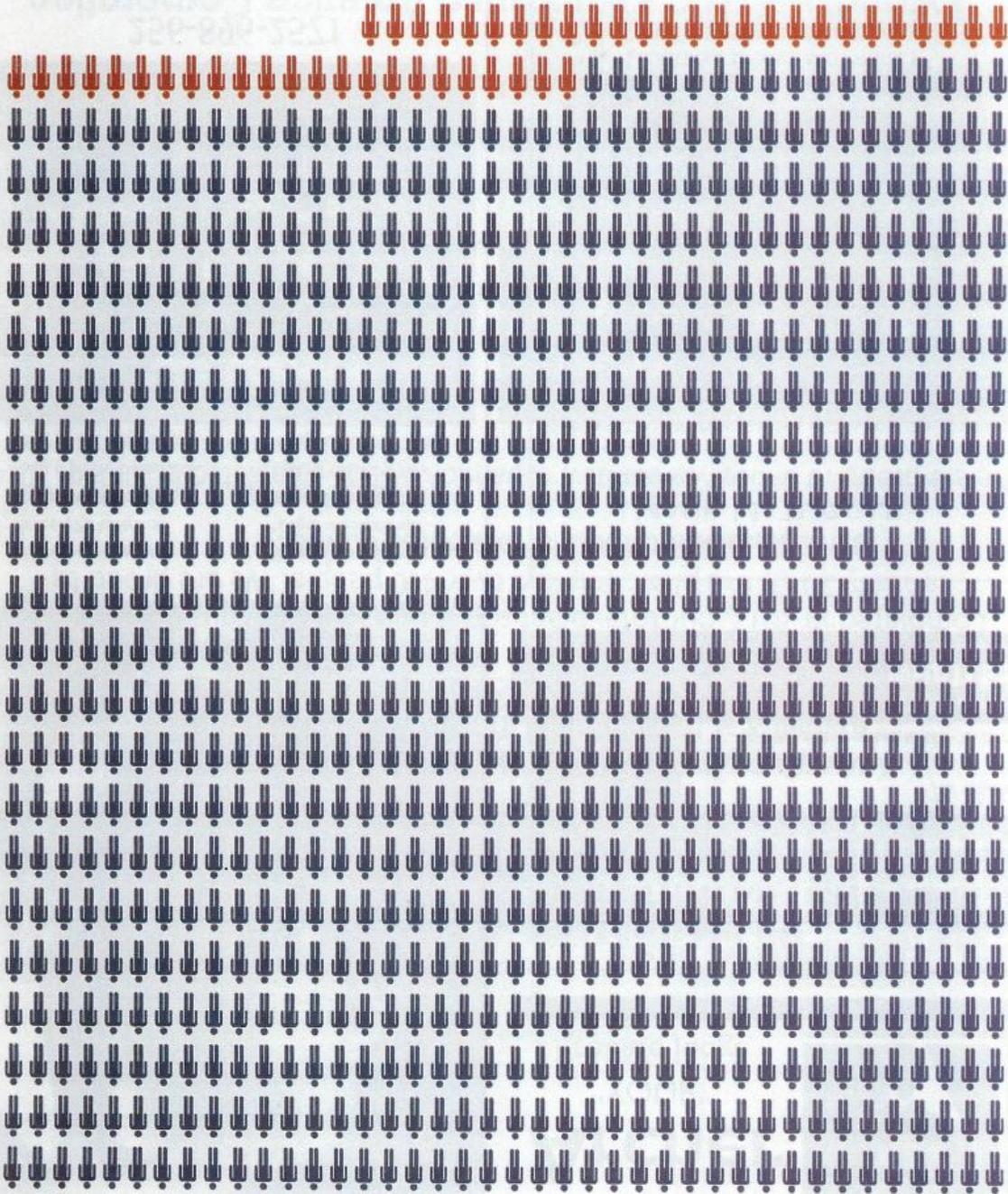
More than 800 Red Stick warriors died that day, with 557 counted on the battlefield and an estimated 300 shot in the river. Of Jackson's 3,100 troops, 49 were killed and 154 wounded, some mortally. The dead soldiers were buried in the river so their bodies wouldn't be desecrated by Red Sticks later.

The 350 captured Upper Creek women and children became property of the Cherokee and Lower Creek warriors, who used them as slaves.

The aftermath of the battle was gruesome. In order to get an accurate count the fallen Red Sticks, Jackson's men sliced off the tips of their noses. Some of Gen. Andrew Jackson's men flayed dead Red Stick bodies to fashion straps of human leather into bridle reins as trophies. All 557 bodies were left unburied on the field.

Those who weren't killed in the field of battle wore scars from the conflict throughout their lives. Morgan, in particular, was blinded in one eye and suffered from partial paralysis on his right side. Others dealt with various contusions, wounds and other afflictions suffered in the bloody battle.

LEGEND Red Stick Creek Warriors (Total Dead: 857) Andrew Jackson's Troops (Total Dead: 49)



A graphic representation of the
devastating loss during the
Battle of Horseshoe Bend

LIVES LOST

Primary Sources & Secondary Sources

A **primary source** is a source that was developed during the time period of study. Examples of primary sources include: Written documents such as letters, diaries, interviews, original film, poetry, novels, music, artwork, artifacts, etc. A primary source is a firsthand account or object of a specific period of time. It is original.

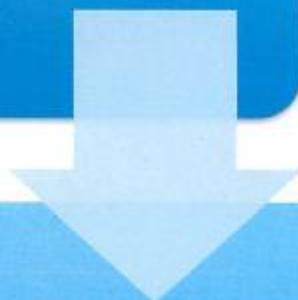
A **secondary source** is a source that was developed about a certain time period. A secondary source usually interprets or analyzes an event or time period through the study of primary sources. Examples of secondary sources include magazines, textbooks, movies or video, etc.

Utilizing what you have learned about primary and secondary sources, fill out the chart to determine if the source at your station is a primary or secondary source. Justify your answers.

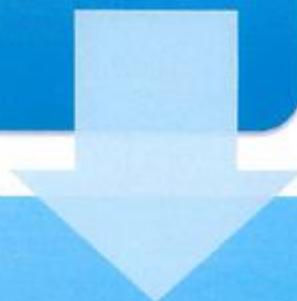
Source	Primary or Secondary	Justification

Name _____ Date _____

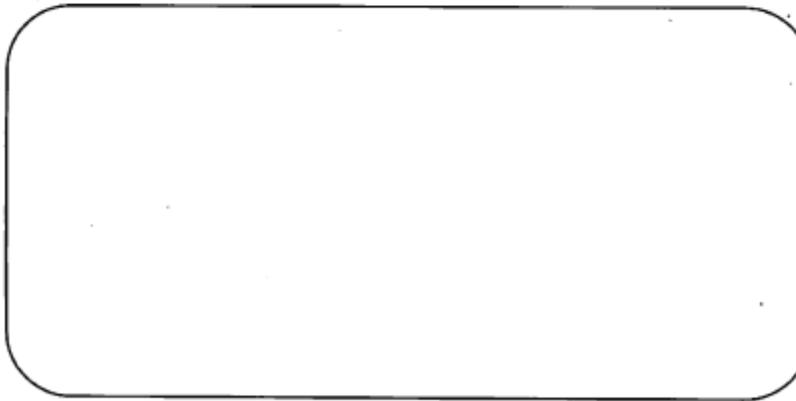
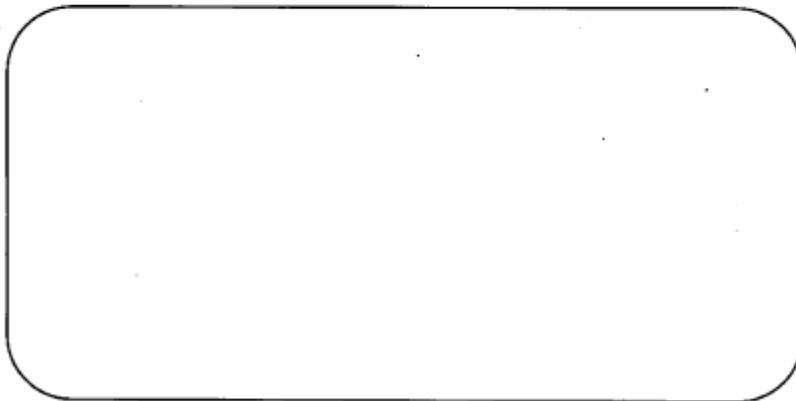
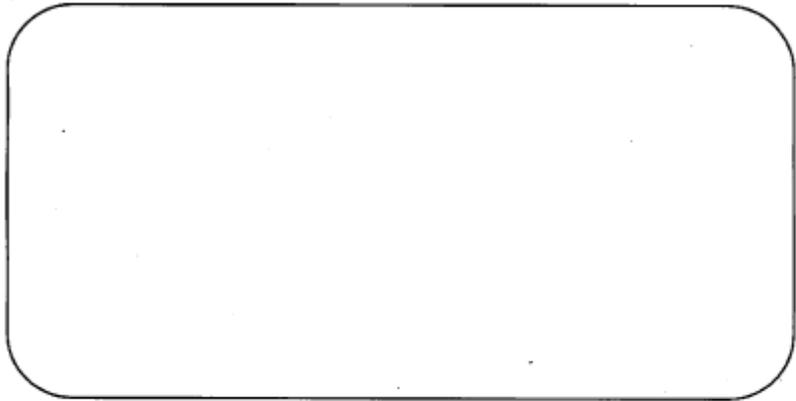
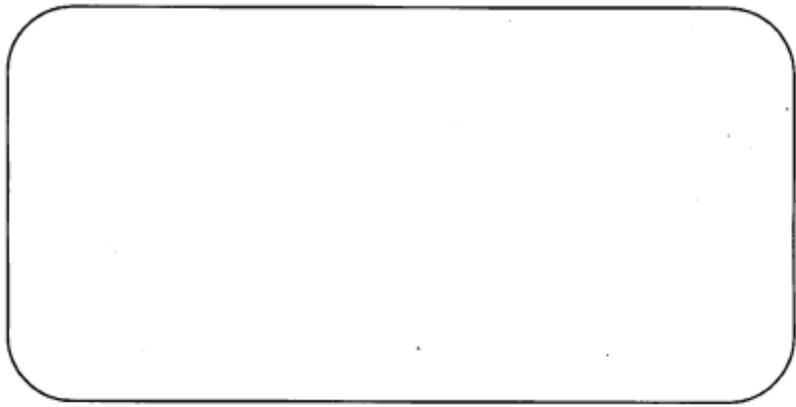
First



Then



Last



Somebody...	Wanted...	But...	So...