

## TPS Professional Development Activity

***Battles, Bends, and Breastworks: A Map Analysis from the Creek War, 1813-1814***

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Projected Date for Implementation: Summer 2016

<b>Overview</b>	In this activity, participants are presented with multiple maps/diagrams of the battle site at Horseshoe Bend, the military engagement that effectively ended the conflict between the Red Sticks (Creek Indians) and the U.S. Military in 1814 and the Creek War. Participants will compare and contrast the materials presented in an effort to (a) deepen their understanding of this important historical moment and (b) to imagine the opportunities and obstacles for student-aged populations engaging in similar inquiry activities.
<b>Essential or Investigative Questions</b>	<i>How can historical maps/diagrams enhance our understanding of the past?</i> <i>How can we, as teachers, encourage students to investigate and read maps as historical texts?</i> <i>Where can maps be located to supplement document collections for use in inquiry exercises?</i>
<b>Audience</b>	This activity is best suited for Social Studies Teachers at the secondary level <ul style="list-style-type: none"><li>• Grades 6-8</li><li>• Grades 9-12</li></ul>
<b>Time Required</b>	One, 45-minute coaching session. Time can be adjusted to readily to need and expanded or contracted depending on purpose and audience.
<b>Goal</b>	The overarching goal of the exercise described below is to model process and to enhance the capacity of teacher participants to design document-based instructional materials for their classroom by highlighting instructional practices that incorporate historical documents (particularly maps/diagrams) and potentially competing claims about a selected historical development.
<b>Standards</b>	ISTE Standards for Teachers <a href="http://www.iste.org/standards/standards-for-teachers">http://www.iste.org/standards/standards-for-teachers</a> <ol style="list-style-type: none"><li>1. Facilitate and inspire student learning and creativity</li><li>2. Design and develop digital age learning experiences and assessments</li><li>3. Engage in professional growth and leadership</li></ol>



- Objectives** By the end of this PD Activity, participants will be able to:
- Describe examples of the benefits of teaching with primary sources.
  - Identify key considerations for selecting primary sources for instructional use
  - Access primary sources and teaching resources from loc.gov for instructional use.
  - Analyze a set of related primary sources in order to identify multiple perspectives.
  - Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).
  - Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

**Digital Resources** **Primary sources:**  
**(for optional Introduction)**

- **Atlanta.**
  - 1919
  - Foote and Davies Company (Atlanta, Ga.)
  - <https://www.loc.gov/resource/g3924a.pm001230/>
- **Bird's eye view of Atlanta, Fulton Co., State capital, Georgia.**
  - 1892
  - Saunders and Kline
  - <https://www.loc.gov/item/75693189/>
- **Birds eye view of the city of Atlanta, the capitol of Georgia, 1871.**
  - 1871
  - St. Louis, Mo.
  - <https://www.loc.gov/item/73693339/>

**(for Horseshoe Bend Map Analysis)**

- **Sketch map of the Battle of Horseshoe Bend of Tallapoosa River, 27th March 1814.**
  - 1814
  - McEwen, Robert Houston
  - <https://www.loc.gov/resource/g3971s.ct003678/>
- **Plan of Bend and breast works of Tohopeka, the battle of the 27th March 1814.**
  - 1814
  - Unknown
  - <https://www.loc.gov/item/2007629222/>



- **Andrew Jackson to Thomas Pinckney, March 28, 1814**
  - 1814
  - Andrew Jackson
  - <https://www.loc.gov/item/maj002767/>
- **“A Correct View of the Battle of the Horse-Shoe, March 27th, 1814” (Gilder Lehrman Collection)**
  - May 1814
  - Isaac Stephens
  - <https://www.gilderlehrman.org/collections/2152d6c9-1db3-4856-ba89-969126673271>
- **General Jackson’s map of Horseshoe Bend**
  - No Date (1814?)
  - Andrew Jackson
  - <http://tslablog.blogspot.com/2014/03/battle-of-horseshoe-bend.html>
- **William Carroll’s map of Horseshoe Bend**
  - 1814
  - Col. William Carroll
  - <http://www.usouthal.edu/archaeology/writings/pdfs/a-reinterpretation-of-the-creek-indian-barricade.pdf>
  - (or) <http://contemporarymakers.blogspot.com/2012/05/2012-cla-live-auction-jack-hubbards.html>
- **Secondary Sources/Additional Materials:**
  - *“The Battle of Horseshoe Bend and Its Consequences”*
    - <https://www.nps.gov/Nr/twhp/wwwlps/lessons/54horseshoe/54facts3.htm>
  - *“A Reinterpretation of the Creek Indian Barricade at Horseshoe Bend.”*
    - <http://www.usouthal.edu/archaeology/writings/pdfs/a-reinterpretation-of-the-creek-indian-barricade.pdf>

**Classroom  
Materials**

To best facilitate this exercise, participants should have access to a personal computer and the document links provided above. This will allow for adequate review of the map documents, zooming, scanning, etc. Alternatively, classroom handouts of the documents would also suffice if those are color materials of a high quality and for classroom usage exclusively. Or, with a projector, facilitators could project the images where a whole group arrangement is preferred. As described here, the activity is carried out in small groups and debriefed in a whole group



setting.

**Preparation** Participants in the exercise need to have a general understanding of the content being mobilized to carry out the inquiry activity. Functional knowledge of the Creek War, Fort Mims, Horseshoe Bend and the Treaty of Fort Jackson would be useful, but relatively straightforward to outline for participants who are unfamiliar. A short Prezi, PowerPoint, or dialogue on the topics noted might require 10 minutes at the start of the lecture.

Related to the content supports, it is essential to provide participants with a forecast of what is to come. This exercise serves as a model, one of numerous possible examples, which bring inquiry to forefront. The activity is to help teachers continue to imagine the ways in which contemporary documents can create a cohesive or troubled narrative, how multiple document types are accessible via the LoC, and how primary and secondary materials can be brought together in a single collection to provide opportunities for the evaluation of claims, and, overall, the enhancement of students' understanding of the past.

**Procedure** 1. **(Optional Introduction/5-10 minutes).** Begin with an introductory and informal panoramic map exercise comparing past and present maps of Atlanta or other major city (e.g., Pittsburgh, Washington, D.C.). Links are provided above and the focus is the Atlanta capital building area in 1871, 1892, and 1919. In this portion of the activity, the objective is simply to introduce and expose the Library of Congress map collections as a resource, but also to highlight the value of historical maps in particular. A key understanding is the change over time and the strategy of utilizing map images over a period of historical time to evaluate not only local changes, but possibly wider social/cultural developments as well.

**Some additional questions to consider:**

- *What sorts of changes occur over time?*
- *What similarities remain?*
- *What other pieces of information might be useful as students work to engage with the selected maps?*

2. **(Setting the Stage/5-10 minutes).** Following the opening exercise, and depending on the prior knowledge of the audience and the intended purpose of the instructor, briefly highlight the introductory content understandings noted above; the purpose here is to set the stage for the Horseshoe Bend activity, but also to highlight a distinctive additional function of teaching with maps. To clarify, make clear to participants that maps are useful as a part of larger document collections and when coupled with other historical materials (letters and secondary treatments in this instance). As compared to the large and professionally produced panoramic



maps that span a relatively long period of time, note that the maps/diagrams to be introduced reflect a very specific moment in the Creek War. In real ways, the maps to be presented illustrate vantage points, mixed purposes and the range of perspectives of the map creators.

**3. (Grouping).** Depending on the size of your group, divide participants into groups of two or three. The idea in the grouping is to provide as much opportunity for individual participation as possible, while also promoting collaborative inquiry and group discussion. Explain to the groups that their task will be to evaluate the 6 documents encountered and to focus first on their general observations, and to work outward from there to (a) answer some specific questions about the collection and (b) to imagine the utility of the activity for school-aged students.

The map analysis tool available from the Library of Congress may be useful as an aid in step #3.

LINK: [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)

**4. (Modeling/5-10 min).** As a whole group, begin first with an open-ended conversation about the “Sketch map of the Battle of Horseshoe Bend of Tallapoosa River, 27<sup>th</sup> March, 2814.” Work through the Observe, Reflect and Question portions of the Map Analysis Tool. Consider recorded the conversation via whiteboard or other visual display.

**5. (Map Analysis Practice & Sharing/20-30 minutes).** In this portion of the activity, invite groups to work through the remaining documents. While open-ended, ask that they draw attention to (a) the breastworks as map representations and (b) the timing and authorship of each map. As a group, and following 15 minutes of review time, bring the whole group back to discuss their conclusions and questions.

**Some big questions to be answered are:**

- How are the maps converging and diverging, where do they agree or disagree?
- Which maps do you find most reliable as historical artifacts and why?
- As a collection, how or why do these maps enhance our understanding of the Battle of Horseshoe Bend, the breastworks constructed by Creek Indians, and/or the nature of the conflict itself?

**6. (Application & Sharing/15-20 minutes).** In this portion of the exercise, participants are asked to imagine the classroom uses for an exercise of this sort. Using the same document collection, invite groups to outline a revised plan for the secondary classroom. This is informal, of course, but ask participants to consider some concrete ways in which the collection could be expanded or contracted for classroom use. After 10-15 minutes of preparation time, ask each



group to share their observations.

**7. (Extensions and Conclusion/Time allotted at facilitator's discretion).** In some cases, the activity may end here, having served the general purpose of modeling an approach to teaching with map documents. For those who wish to extend the activity to support teacher-created document collections and classroom materials, the activity above serves as a useful introduction. Depending on available time and purpose, groups could return to the LoC collections tasked with the goal of creating a new collection for a distinct student population and topic area.

<b>Assessment/ Reflection</b>	The assessment is informal as there is no product being created and submitted. As participants share their preliminary revisions to the document collection provided and their amended student activity, facilitator's will be in a position to gauge understanding, follow-up with additional prompts and questions, and extend learning in a situational fashion.
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