

Chapter 4 Wars Change Alabama

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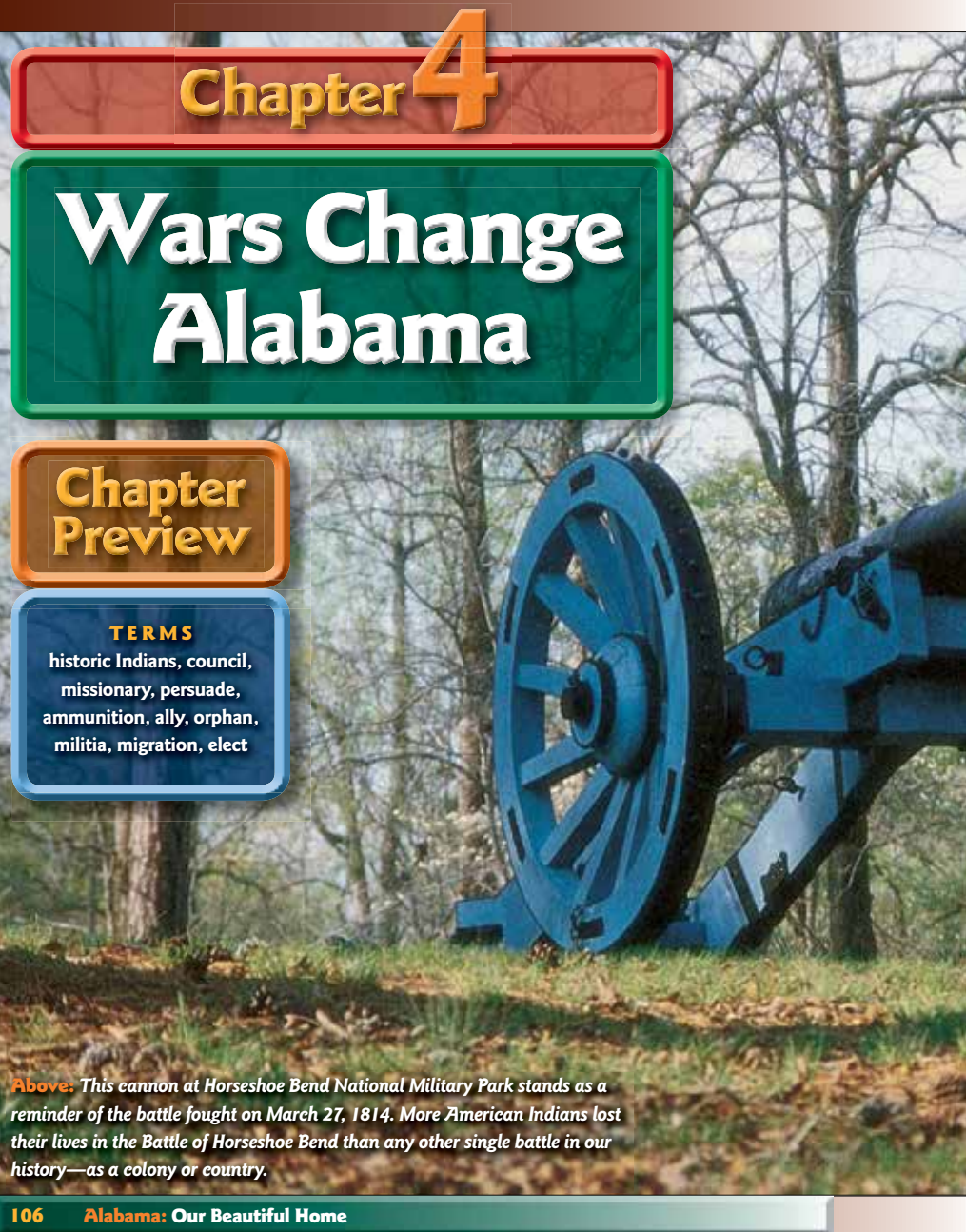
Introduce the chapter using the steps outlined on pages vii.

See the **Student Workbook** for this chapter's activities.

Preview Terms

The vocabulary words (terms) for each chapter are listed at the beginning of that chapter. The terms for each section are listed in the "As You Read" box at the beginning of that section. To introduce the vocabulary, start each section by reading each word to the students. Have them repeat the word after you. You will find the suggested vocabulary exercises on page vi in To the Teacher.

NOTE: Websites appear, disappear, and change addresses constantly. The Internet addresses included throughout this program were operative when the text was published.



Chapter 4

Wars Change Alabama

Chapter Preview

TERMS
historic Indians, council, missionary, persuade, ammunition, ally, orphan, militia, migration, elect

Above: This cannon at Horseshoe Bend National Military Park stands as a reminder of the battle fought on March 27, 1814. More American Indians lost their lives in the Battle of Horseshoe Bend than any other single battle in our history—as a colony or country.

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Course of Study for Chapter 4

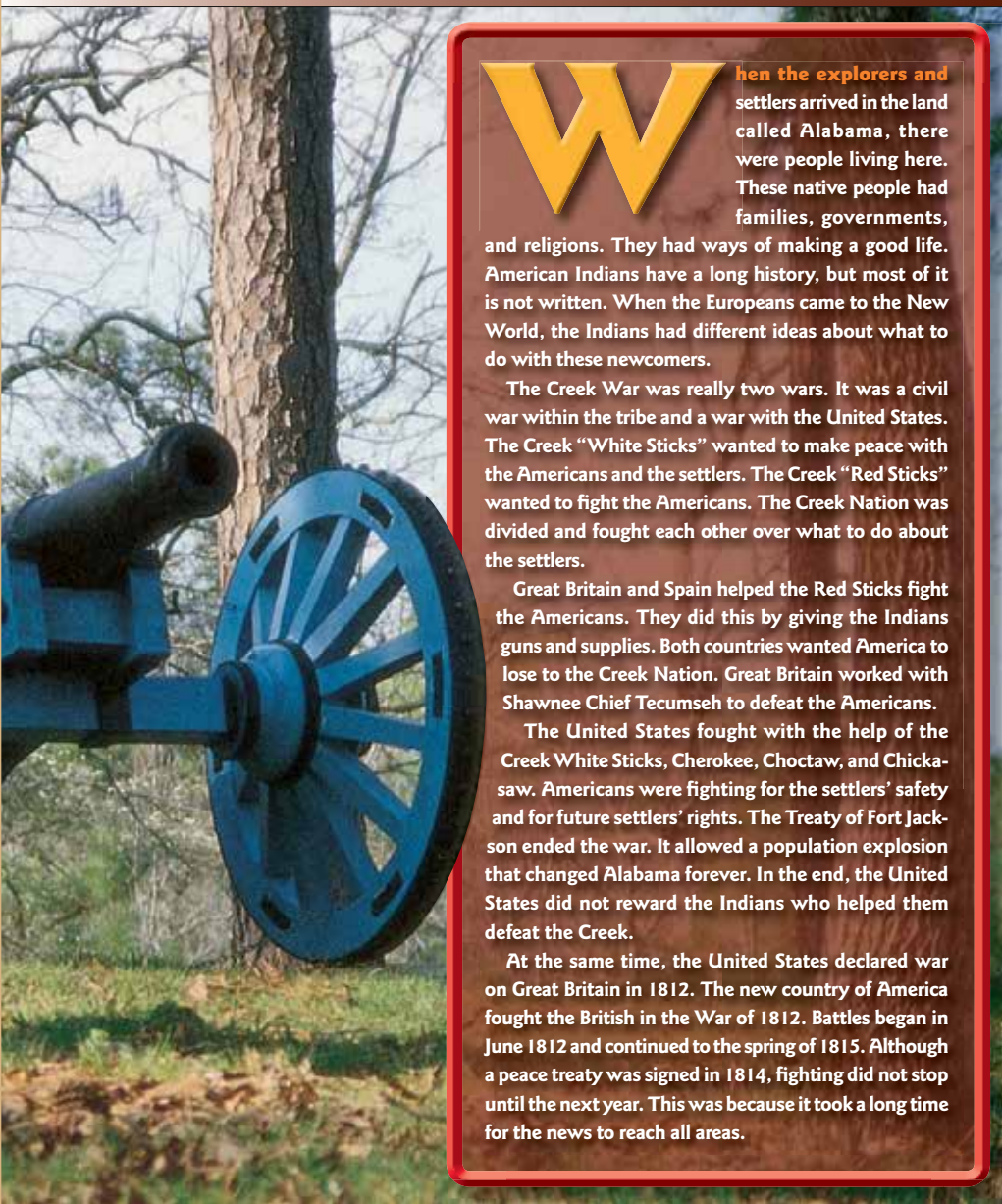
Standard 3 Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.

Examples:

- social—adoption of European culture by American Indians, opening of Alabama land for settlement
- political—forced relocation of American Indians, labeling of Andrew Jackson as a hero and propelling him toward Presidency
- economic—acquisition of tribal land in Alabama by the United States

- Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories

For the full text of the standards, search 2010 Social Studies at the website alsde.edu.



When the explorers and settlers arrived in the land called Alabama, there were people living here. These native people had families, governments, and religions. They had ways of making a good life. American Indians have a long history, but most of it is not written. When the Europeans came to the New World, the Indians had different ideas about what to do with these newcomers.

The Creek War was really two wars. It was a civil war within the tribe and a war with the United States. The Creek "White Sticks" wanted to make peace with the Americans and the settlers. The Creek "Red Sticks" wanted to fight the Americans. The Creek Nation was divided and fought each other over what to do about the settlers.

Great Britain and Spain helped the Red Sticks fight the Americans. They did this by giving the Indians guns and supplies. Both countries wanted America to lose to the Creek Nation. Great Britain worked with Shawnee Chief Tecumseh to defeat the Americans.

The United States fought with the help of the Creek White Sticks, Cherokee, Choctaw, and Chickasaw. Americans were fighting for the settlers' safety and for future settlers' rights. The Treaty of Fort Jackson ended the war. It allowed a population explosion that changed Alabama forever. In the end, the United States did not reward the Indians who helped them defeat the Creek.

At the same time, the United States declared war on Great Britain in 1812. The new country of America fought the British in the War of 1812. Battles began in June 1812 and continued to the spring of 1815. Although a peace treaty was signed in 1814, fighting did not stop until the next year. This was because it took a long time for the news to reach all areas.

Chapter Preview

In this chapter, students will learn about the four main historic American Indian tribes of Alabama and about the Creek War of 1813-1814. The Creek War was a significant event in the history of the state. Students will study the social, political, and economic impact of this war on Alabama. The causes of the war are addressed, major battles and leaders are described, and the results of the United States' victory are discussed.

During this time, American Indians adopted European culture, and Alabama land was opened for extensive settlement. Andrew Jackson was recognized as a leader whose popularity later helped him become president. The Indians were forced to relocate, and the United States acquired tribal lands.

Chapter Objectives

- Identify reasons for conflicts between settlers and American Indians, including differences in religion and culture.
- List the causes of the Creek War.
- Describe the major battles fought in Alabama, 1813-1814.
- Assess the role of Tecumseh in the Creek War.
- List the results of the war after the Treaty of Fort Jackson.
- Explain the impact of the Trail of Tears on Alabama Indians and settlers.
- Explain the social, political, and economic impact of the Creek War on Alabama.

Notes:

Defining the Reading Skill: Reading a Chart

Direct students to the mileage chart on this page, and have them practice as you demonstrate using the chart to find the mileage between two points. Students can work in pairs to practice some examples first. Then allow independent work for completing the exercise.

Practicing the Reading Skill: Reading a Chart

- 97 miles
- 150 miles
- 258 miles
- 318 miles
- 245 miles
- 92 miles
- 235 miles

Practicing the Reading Skill: Using Information to Make Decisions

Have students use the mileage chart to make decisions about these trips they might take:

If traveling from Mobile to Athens, would you choose to go through Birmingham or through Auburn? Why? (*Going through Birmingham would be shorter: $241 + 92 = 333$ miles. Going through Auburn would be $235 + 212 = 447$ miles.*)

For which trip would you probably choose to travel by airplane: Decatur to Mobile (318 miles) or Anniston to Birmingham? (66 miles) Why? (*Decatur to Mobile because....*)

Which route would be best for a one-day trip on a bicycle? (*Athens to Decatur would be the best choice: 15 miles.*)

Focus on Reading Skills

Reading a Chart

Learning

A chart is a way of showing information in a short form. The information may be words or numbers. One example is a mileage chart. Most road maps have a mileage chart. These charts show how far one place is from another. Cities in most areas of the state are listed on the top and side of the chart.

Practicing

Find the starting place of your trip on the side. Hold your finger there. Find the town where your trip ends on the top. Put another finger on

it. Move straight across the chart with the first finger. Move straight down with the second finger until the fingers meet. Where your fingers meet is the mileage. For example, the mileage between Clanton and Birmingham is 51 miles.

Find the mileage between these cities:

- Anniston and Auburn
- Eufaula and Camden
- Athens and Evergreen
- Mobile and Decatur
- Cuba and Dothan
- Athens and Birmingham
- Auburn and Mobile

	Anniston	Athens	Auburn	Birmingham	Camden	Clanton	Cuba	Decatur	Dothan	Eufaula	Evergreen	Mobile
Anniston	0	121	97	66	170	89	188	106	222	175	201	293
Athens	121	0	205	92	213	143	222	15	285	264	258	333
Auburn	101	212	0	116	138	89	189	190	137	68	142	235
Birmingham	66	92	112	0	121	51	126	77	193	168	166	241
Camden	170	213	128	121	0	82	81	198	145	150	58	127
Clanton	89	143	90	51	82	0	125	128	142	118	122	202
Cuba	188	222	189	126	81	125	0	202	245	220	141	146
Decatur	106	15	190	77	198	128	202	0	270	243	243	318
Dothan	222	278	137	193	145	142	245	270	0	54	109	196
Eufaula	175	264	68	169	150	118	220	243	54	0	141	233
Evergreen	201	258	145	166	58	122	141	243	109	141	0	91
Mobile	293	333	235	241	127	202	146	318	196	233	91	0

Notes:

Section I

American Indian Tribes of Alabama

As you read, look for

- the four main tribes of Alabama;
- how the tribes made a living;
- what they felt about the land;
- terms: **historic Indians**, **council**, **missionary**.

Historic Indians are those who were living in the New World when the Europeans arrived. The explorers and settlers began keeping written records of the American Indians they met. Historic Indians are known by tribal names. The four main tribes of

Figure 10 Timeline: 1800 to 1815



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Section I American Indian Tribes of Alabama

INTRODUCE

Outline

- A. The Creek
- B. The Cherokee
- C. The Choctaw
- D. The Chickasaw

Materials

Textbook, pages 109-113
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 4-1
mystatehistory.com
Online Textbook
Student Notebook

Critical Thinking

Point out to students that across the top of the timeline are events directly associated with the Creek War. Across the bottom are additional events that happened during the same period. Ask students to notice the events of 1811 (*the Federal Road*) and 1813 (*the first battle*) at the top. Have students hypothesize or predict the connection between these two events. (*One connection is that the new road made it possible for more and more settlers to enter Indian lands, thereby creating more conflict between settlers and the Indians.*)

Are students surprised to notice the 1811 earthquake shown on the timeline? You might have students search to find more about earthquakes in Alabama.

Notes:

TEACH

Building Background

Have students imagine that aliens from another world or planet came to Alabama and began to settle in your community. What if they took your land and tore down your houses and schools to build their own? Would you try to get along with them by changing the way you now live? Would you be angry and want to fight to make them leave? Ask students to predict how they think the native people of Alabama felt when settlers moved onto their lands.

Answer to Map 14 Skill

The Creek

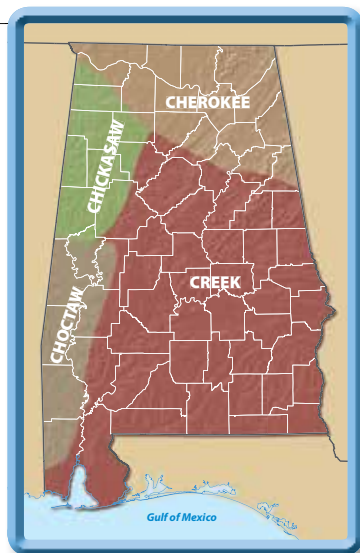
Using Maps

Have students use a map of Alabama from their atlas to locate their county. Using Map 14, let students find the historic American Indians who lived in their county.

Have students read the textbook passage about the Chickasaw. Using the map of Alabama's counties, can students find the county that is named for two Chickasaw brothers? (*Colbert*) Can students find another Alabama county named for one of the historic tribes? (*Choctaw*)

Exit Slips

At the end of each lesson, or five minutes before the end of class, you can ask students to respond to a prompt you pose to the class. You might provide 3x5 index cards for student responses. A prompt can document learning, emphasize the learning process, or evaluate the effectiveness of instruction.



Map 14 Indian Lands

Map Skill: Which tribe had the most land in the eastern part of the state?

Right: Yoholo Micco was chief of the Creek town of Eufalo on the Tallapoosa River. In 1814 he signed the Treaty of Fort Jackson. He later moved to Arkansas. **Opposite page, above:** Tah-chee was a Cherokee who decided to move to the west before the forced removal. **Opposite page, below:** An early view of a Cherokee village.



Alabama were the Creek, the Cherokee, the Choctaw, and the Chickasaw.

These Indians lived mostly in villages near waterways. They farmed, fished, and hunted. They believed the land belonged to all people. The Indians took care of the land that they used. They used all parts of the animals that they killed. That was part of their culture. The tribes traded and worked with traders and settlers. They learned much of the culture of Europeans, or white men.

The Creek

The Creek tribe was one of the larger tribes in the southeastern part of North America. The Creek were not just one group of people. They allowed people

Providing Prompts

These are just some examples of prompts for exit slips:

- Write one thing you learned today.
- I did not understand....
- Write one question you have about today's lesson.
- The thing that surprised me most today was....
- Please explain more about....
- The most important thing I learned today was....
- Did you enjoy working in small groups today?

Note:

from other Indian tribes to join them. Even though the people were not alike, the different towns came together to form a nation. The English traders called all of these people “Creek.”

Creek Indians, also called the Muskogee, lived in central, eastern, and southeastern Alabama. Around 1700, the Creek Nation had 50 small towns or tribes. A chief or “miko” and a tribal council ruled each town. (A **council** is a group of people chosen to make decisions for a larger group, such as the tribe.)

Family life was very important to the Creek, as it was to other tribes. Children belonged to the woman’s family and clan. The mother’s male relatives taught her sons how to hunt and be men.

The Cherokee

The Cherokee lived in the northeastern part of Alabama and the Tennessee River Valley. By 1782, there were several Cherokee towns in the future Alabama.

Many of the Cherokee married white settlers and adopted their ways. The federal (United States) government sent an agent to help the Indians change the way they lived. The women were given looms (weaving machines) so they could



Section 1: American Indian Tribes of Alabama



Research Using Technology

Have students read more about the customs of the Creek Indians at encyclopediaofalabama.org. You might give each student, or pair of students, a focus slip to guide their search. Topics for focus slips could be Families, Agriculture, Clans, Nature, Time, Tribal Towns, Green Corn Ceremony, Early History, the Number Four, etc. After completing their research, students should briefly report to the class on their findings.

Historic Indians Carousel

Write each of the following topics on a large piece of chart paper and post the papers on the walls around the classroom: Villages, Food, Land, Animals, Religion, and Government. (Add or change topics as you choose.) Place students in small groups. Have each group begin at a designated chart with a different color marker. Students should read the topic or prompt, discuss what they know about it, and record a response directly on the chart. After an allotted amount of time, students rotate to the next chart. Students should read the topic and any previous responses recorded on that chart, then record on the chart any new information or discussion points they have. Students should continue to rotate until each group has responded to each topic. Review and discuss all the information recorded on the charts.

Notes:

Journal Writing

Have students choose one of the four main tribes of Alabama, and write a journal entry in response to this prompt:

Pretend you were a ____ (*Cherokee, Creek, Choctaw, Chickasaw*) Indian before European settlers came to Alabama. Write a paragraph (three to five sentences) describing what your day might have been like.

Make sure student descriptions include details that are specific to the tribe they chose.

Family Involvement

American Indians had an oral tradition of passing down family history, traditions, religious beliefs, and folklore to younger generations. Have students ask their parents, grandparents, or other adults for a story that has been handed down through their family. Each student should write down the family story and share it with the rest of the class.

Using Photographs and Illustrations

Have students look at the pictures in this section that show the homes and lifestyles of the American Indians. Do students recognize the influences of the settlers on the Indians' way of life (clothing, for example) as shown in these pictures? Why or how do they think this happened?

About Alabama

The state's name comes from the Alabama River (above), which was named after the Alabama (Alibamon) Indians. The Choctaw words *alba amo* may be the source of the name. These words mean "clearers of the thicket."

make cloth. The agent gave the men plows and encouraged them to farm and raise livestock.

Some Cherokee became farmers and traders who imported goods from Europe. Christian missionaries started schools at Creek Path and Wills Town. (A **missionary** is a person who goes to another area to do religious work.) Many of the Indians adopted the white man's god. They sang the songs of the "black coats" (ministers).

The Choctaw

The Choctaw tribe was one of the most powerful in the Southeast. They lived along the Mobile and Alabama Rivers in southwestern Alabama. There were about a dozen Choctaw villages in Alabama, mainly in present-day Sumter, Choctaw, and Washington Counties.

Pushmataha was a famous Choctaw leader. During the Creek War, he joined American forces to fight the Red Sticks.

The Choctaw were excellent farmers and traders. When deer became scarce, the Choctaw raised livestock, grew cotton, operated inns, and owned ferries. In 1786, the Choctaw signed their first treaty with the United States to begin trade.



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Notes:



The Chickasaw

The few Chickasaw villages in the state were in the northwestern part. Most of their early villages were along the Tennessee River.

The Chickasaw were brave and fierce fighters. In 1541, Chickasaw warriors successfully fought the forces of Hernando de Soto.

William and George Colbert were Chickasaw brothers who could speak and write English. The Colberts encouraged their tribe to raise cattle and grow cotton. They wanted the Chickasaw to have a more American-style government.

Think It Through!

1. Which tribe let people from other groups join them?
2. Why did the United States government want the Indians to change their ways?

Above: *The Indian game of stickball was played by many tribes. This painting is of a Choctaw stickball game. Villages often competed against each other, and the number of players and the size of the field varied widely. It is the origin of the modern game of lacrosse. Opposite page below:* This painting of a Choctaw village in the early 1800s shows European influences in the styles of their dwellings and clothing.

Game Day

Alabama Indians played games for recreation. The four historic tribes in Alabama played variations of a ball game that is similar to today's game of lacrosse. The Indians sometimes had 100 or more players on each side. The object was to catch a deer hide ball between two wooden rackets and throw it down the field between the other team's goal posts. Huge crowds gathered to watch these games.

Another popular game was chunky. A round stone was rolled across the ground. Children threw sticks at the stone to see whose stick would be closest to it when it stopped rolling.

Indians in Alabama played other games that were similar to bowling, darts, tug-of-war, and dodgeball. Students can research to learn more about the games Alabama Indians played. You might collaborate with the physical education teacher to schedule a Game Day where students play some of these games.

ASSESS

Answers to "Think It Through!"

1. The Creek
2. There would be less conflict between Indians and settlers if the Indians became more like the settlers.

Notes:

Section 2

Causes of the War

INTRODUCE

Outline

- A. More Settlers Come to Alabama
- B. Tecumseh

Materials

Textbook, pages 114-117
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 4-2
mystatehistory.com
Online Textbook
Student Notebook

TEACH

Building Background

Have students complete a KWL chart on this section. They should list what they already *know* (K) about the causes of the Creek War and what they *want* (W) to learn. You could do this as a class activity where you complete the chart on the board by recording student responses. After completing the section, have students return to their charts and complete the last column with what they *learned* (L).

Critical Thinking

Write this on the board: "What should we do about settlers taking our land?" Ask why they think the Indians could not agree among themselves on what to do about the settlers taking their lands.

Section 2

Causes of the War

About Alabama

When it was built, the Federal Road connected south Georgia with Fort Stoddert near present-day Mount Vernon, Alabama. The road was originally planned to go from Washington, D.C., to New Orleans, Louisiana.

As you read, look for

- the causes of the Creek War;
- who the Red Sticks and White Sticks were;
- the British interest in the war;
- more settlers coming onto Indian lands;
- American Indians forced to leave their land;
- terms: **persuade**, **ammunition**, **ally**.

The Indians could not agree on what to do about the problem of too many settlers. All of the tribes had traded animal skins with the Europeans for guns, knives, plows, and more. The Indians liked using these tools, and some of them had adopted a new way of life. Many American Indians wanted to live with the settlers. But many others wanted the settlers to leave.

More Settlers Come to Alabama

Georgia had claimed the land to the west of it and sold a lot of the land to speculators. President George Washington declared the sale illegal. Georgia gave up its claim to Alabama in 1802. But by that time, many settlers had already moved into present-day Alabama.

The settlers began to take over Indian land. In 1802, a Creek chief complained to the government's Indian Agent. The chief was upset that settlers put cattle on Indian hunting grounds. That same year, President Thomas Jefferson had a plan to buy Indian land. He wanted to move the people to the Indian Territory in the West. By 1805, there were so many settlers that 30 Creek chiefs and warriors went to Washington, D. C., to see President Jefferson. They were persuaded to allow a "horse path" through

Reaching a Consensus

Have students copy the question "What should we do about settlers taking our land?" onto a discussion web (graphic organizer). Have them work in groups to find support in the text for the pro and con positions about the question. Encourage students to come to a consensus in their group and to justify their thinking. Write the reasoning that students used in the appropriate spaces. Write the conclusion at the bottom of the web. Discuss the conclusions and reasoning as a whole class.

their country. (To **persuade** is to get someone to do something; to convince.) In 1811, the horse path turned into a road called the Federal Road. Many wagonloads of pioneers followed this road and settled near Alabama's rivers.

The Indians still could not agree on what to do about the settlers taking the land. Some Indians liked the settlers. Chief Pushmataha thought the settlers had helped the Choctaw. He wanted to live near them in peace.

Other Indians hated the settlers. They did not like it when white men cut trees to clear fields or build villages. These Indians wanted the settlers to leave the land. They were angry that the federal government wanted them to change their culture to the ways of white men.

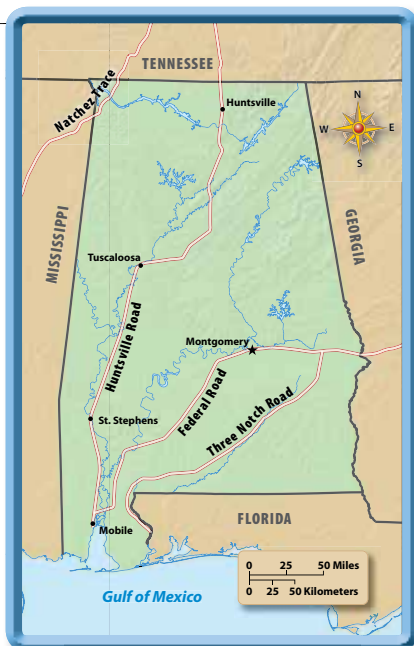
Tecumseh

There were several wars in Europe between 1801 and 1815. The warring countries took their fighting to each other's colonies. The United States did not take sides in the wars. It wanted to trade with all of Europe—especially France. But the British Navy began stopping American ships bound for France. They sometimes took war supplies and even American seamen. At the same time, some Americans wanted to make Canada part of the United States. But Canada was a British colony. In Chapter 3, you read about other disputes between the United States and Great Britain. All of these problems led to the War of 1812.

Great Britain was about to go to war. They wanted the American Indians on their side. They asked Shawnee Chief Tecumseh to help them. Tecumseh believed the only way the Indians could keep their lands was to fight the settlers. Great Britain promised the chief guns and **ammunition** (bullets and gunpowder). Tecumseh wanted



Left: The Sovereign Nation of the Shawnee Tribe (Oklahoma) has honored Tecumseh with a commemorative silver dollar.



Map 15 Pioneer Roads

Map Skill: Rivers were difficult to cross in the pioneer days. List the rivers crossed when traveling from the Georgia state line to St. Stephens, Alabama.

A Friendly Chief

Have students research to learn more about Choctaw Chief Pushmataha. Why do students think he wanted to be friendly with the settlers? In what ways could the settlers have helped the Indians?

Allies

Why do students think Great Britain wanted the American Indians on their side during the War of 1812? How could the Indians help them? Why do students think that American Indians like Tecumseh decided to fight on the British side? How could such an alliance help American Indians?

Answer to Map 15 Skill

Chattahoochee, Conecuh, and Perdido Rivers

Choosing Peace

The Cherokee, Choctaw, Chickasaw, and some Creek chose not to go to war with the settlers. Write the headings Cherokee, Choctaw, and Chickasaw on the board. Have students recall what they have learned about these tribes and list reasons why each tribe chose to live in peace with the settlers.

FYI

The Creek Indian War was actually a war within a war. The disagreement between the Red Sticks and the White Sticks became a civil war within the Creek Nation. Discuss the concept of civil war, giving examples of past and current civil wars.

Notes:

Research Using Technology: Tecumseh's Speech

Have students use the Internet to locate Tecumseh's speech to the Creek Indians at Tuckabatchee in 1811. Or you can download and print copies of the speech for them to read.

Dramatize: The Vote for War

Have students dramatize the council meeting where Tecumseh delivered his war speech. Allow one student to deliver the speech. Others can play White Sticks and Red Sticks and debate both sides of the argument. Let students prepare red and white sticks in advance and pile them in the center of the council circle, ready for voting. After listening to Tecumseh, students should choose a stick and vote.

Point of View

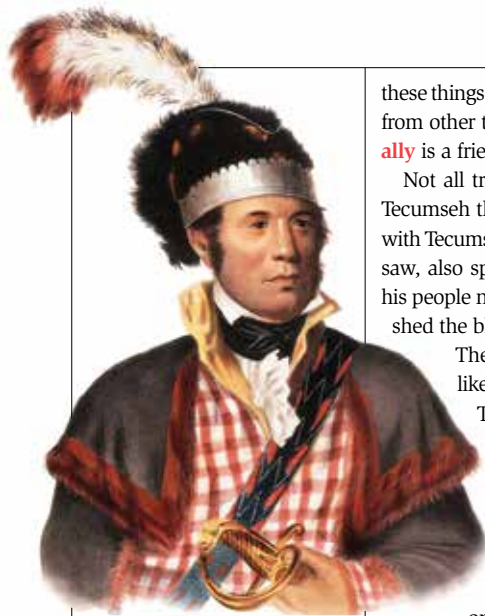
Have students create a T chart. On the left, list reasons why the settlers wanted to move onto Indian land. (*needed more farming land, wanted adventure or riches, needed to find less crowded space, etc.*) On the right, list reasons why the Indians wanted to keep the settlers out of their land. (*to protect homes and resources, preserve culture, etc.*)

Ask students if they can sympathize with either or both sides of the dispute. Why or why not?

ASSESS

Answers to "Think It Through!"

1. Tecumseh
2. The Creek could help them fight and weaken the Americans.
3. Chief Pushmataha
4. The Chickasaw wanted peace.



William McIntosh (top) was a White Stick, Jim Boy (Tustenaggee Emathla, above) a Red Stick.

these things to use in fighting the Americans. With some Indians from other tribes, Tecumseh went south looking for allies. (An **ally** is a friend or partner.)

Not all tribes wanted to join this war. The Chickasaw told Tecumseh they wanted peace. They decided not to fight along with Tecumseh. The Colbert family, who were important Chickasaw, also spoke against war. Choctaw Chief Pushmataha told his people not to think about fighting. He said, "We have never shed the blood of white men in war."

The Creek Nation was already split into the more warlike upper towns and the more peaceful lower towns.

Tecumseh's arrival made that split even wider. He went from town to town trying to get all of the Indians to work together. When he visited a tribe, the warriors sat around a fire to hear him speak. He said, "Will we let ourselves be destroyed . . . without a struggle, give up our homes, our country? . . . I know you will cry *Never!*" Then the warriors voted on joining Tecumseh in war.

There are stories that those who wanted to fight took burning sticks from the fire and held them up. These Indians were called "Red Sticks." Some of the Creek who became Red Sticks were Josiah Francis, Peter McQueen, and Menawa. Jim Boy and William Weatherford, or Red Eagle, also joined the Red Sticks. Those who did not want to fight held up sticks that had not been burned or had white ashes on them. This group was called "White Sticks" and included William McIntosh and Big Warrior.

The disagreement between the Red Sticks and the White Sticks turned into a tribal civil war. This tribal civil war led to the Creek Indian War of 1813-1814.

Think It Through!

1. Who was the Shawnee leader who wanted war?
2. How could having the Creek as allies help the British in the War of 1812?
3. Who was the Choctaw chief who wanted peace?
4. How did the Chickasaw feel about going to war against white men?

Cool/Crazy/Crave

Have students complete a Cool/Crazy/Crave Summary of the first two sections of this chapter. For each piece of information on the summary, students should include its location in the chapter by section, page, and paragraph.

- What is one COOL piece of information you learned?
- What is one CRAZY (hard to believe, weird, unusual) piece of information you learned?
- What do you CRAVE to know more about?

Focus on Science

“Stars Fell on Alabama”

The legend goes that Tecumseh said a fire from the sky would fall on Alabama. This would prove the rightness of his plan. Afterwards, it is reported that a great meteor shower occurred. People claimed that Tecumseh also said he could stamp his foot and make “the whole earth tremble.” A large earthquake shook the territory on December 16, 1811. Many people believed that Tecumseh caused the meteor shower and the earthquake.

Much earlier, during prehistoric times, a gigantic meteorite fell to Earth. The impact was near present-day Wetumpka in Elmore County. It is called the Wetumpka Astrobleme, which means “star wound.” The meteorite hit about 65 million years ago. At that time, that area was covered by the Gulf of Mexico. The meteorite hit with such force that it made a huge crater (a bowl-shaped dent in the earth) that can be seen today. In 1972, T. L. Neatherly, a geologist with the Alabama Geological Survey, and his team mapped the crater. Neatherly wrote, “It is deeper in the middle and higher at the edges, a round circle that is 400 to 500 feet above the rest of the hard rock.” You can go today and see the giant crater.



Above: Legend has it that a meteor shower followed Tecumseh's claim that a fire from the sky would fall on Alabama.

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“Stars Fell on Alabama”

Ask students why Tecumseh and the Indians thought they had been given a sign. Do students think the meteor shower and earthquake could really have been predicted by Tecumseh? Let students use the Internet or other media center resources to find more pictures of meteor showers, craters, or meteorites that have hit Earth.

Science Connection

Invite a local professor, astronomer, or meteorologist to talk with students about the phenomena of meteor showers and meteorites. Have students search to find information about the meteor explosion over Russia in 2013.

Art Activity

Let students choose one of the following to portray in an art project:

- Tecumseh's speech
- Red Sticks/White Sticks council meeting
- Indian game of “ball play”
- Meteor shower
- Earthquake of 1811

Students can create a drawing or painting, or construct a model illustrating the topic. Display students' projects in the classroom.

Notes:

Section 3

The Creek Indian War

INTRODUCE

Outline

- A. The War Begins
- B. Fort Mims
- C. Sam Dale—Hero
- D. The Settlers Ask for Help
- E. The Battle of Holy Ground
- F. The Battle of Horseshoe Bend
- G. The War Ends
 - 1. Jacksonian Democracy
 - 2. Indian Removal

Materials

Textbook, pages 118-127
Teacher Tech CD
Lesson Plan
Visual Aids
Guided Reading, 4-3
mystatehistory.com
Online Textbook
Student Notebook

TEACH

Building Background

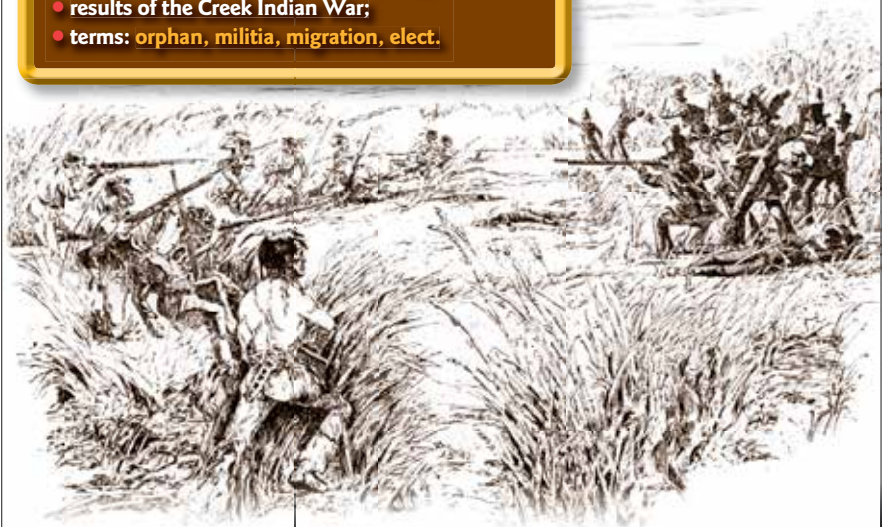
Write the word *weapons* on the board with two columns under it, titled Indians and Settlers/Troops. Ask students to collaborate in small groups or pairs to think of and list as many weapons as they can that were available to the two groups during the Creek War. After they have brainstormed for a few minutes, ask them to predict the side most likely to achieve victory. Let students discuss the reasons for their conclusions.

Section 3

The Creek Indian War

As you read, look for

- the Indian-settler battles;
- leaders of the Indians and the settlers;
- results of the Creek Indian War;
- terms: **orphan**, **militia**, **migration**, **elect**.



Above: *The Creek Indian War started when settlers attacked a group of Creek Indians bringing weapons from the coast.*

As early as 1795, Tecumseh believed there would be war between the Indians and the settlers. He said, "My heart is a stone: heavy with sadness for my people; cold with the knowledge that no treaty will keep whites out of our lands. . . ."

The War Begins

In the summer of 1813, Peter McQueen and other Red Stick warriors went to Pensacola. There they received supplies and ammunition from the Spanish. The Red Sticks headed home on

Notes:

the night of July 26, 1813. They camped at Burnt Corn Creek in present-day Monroe County.

The settlers found out about the guns and ammunition. On the morning of July 27, Colonel James Caller led about 180 settlers in an attack on the Indians. The surprised Red Sticks ran into a nearby swamp. Instead of chasing them, the soldiers started picking up the Indians' guns. When the warriors saw this, they came back. This time, the settlers were surprised. Some of them ran; others stayed to fight. The Red Sticks finally drove the settlers away and won this first battle of the Creek War.

Fort Mims

After the Battle of Burnt Corn Creek, the settlers decided to build forts for protection. They built walls around a house and farm buildings belonging to Samuel Mims. He lived in an area that today is Baldwin County. Families began moving inside the fort for protection. By the middle of August 1813, over 500 people were living at Fort Mims.

Major Daniel Beasley was in command of Fort Mims. General Ferdinand Claiborne, his superior officer, inspected the fort and told Beasley to make the fort stronger. This work was not done.

As days passed with no Indian attack, the heavy gates to the fort were left open. Every day, some sand blew against the gates. As the sand piled up, it became impossible to close the gates quickly.

August 30, 1813, was a summer morning like many others. Women cooked meals and washed clothes. Children ran around the yard inside the fort. Some of the men played cards. No one stood guard. Indians were seen nearby, but no one thought there was any danger.

In the woods around the fort, hundreds of Red Sticks were hiding. Their leader was Chief Red Eagle, Alexander McGillivray's nephew. The Red Sticks planned to attack at noon.

When the bugle sounded the call for lunch, the Red Sticks ran yelling into the fort. Major Beasley hurried to close the gate, but it was too late. He was killed before he could even try to close it.

The Red Sticks killed everyone they could see. Chief Red Eagle tried to stop the killing of women and children, but his warriors



Above: This plan of Fort Mims was based on one found in General Claiborne's papers.

Fort Mims 3-2-1

As students read the passage on the attack at Fort Mims, have them fill out a 3-2-1 chart (3 important details, 2 connections, 1 question I still have). Allow students to pair and share their notes with a partner. After partners talk for a few minutes, discuss the remaining questions with the class. This technique can also be used with other passages or “chunks” of text.

Word Study

Have students search to find all the definitions of the word *massacre*. Students should identify those definitions that apply to the battle at Fort Mims. Why was this battle called a massacre?

You Were There

Students may role-play a scene in the life of one of the people at Fort Mims, or another battle of the Creek War. Each student should prepare two minutes of dialogue or monologue in character to present to the class.

Notes:

Drawing Conclusions

What conclusions can students draw from reading the section on Fort Mims about the settlers' thoughts concerning a possible war with the Alabama Indians? Did the settlers take the threat of war seriously? Did they expect to be so brutally attacked? Were they prepared?

Analyze the Facts

The soldiers and settlers at Fort Mims made many mistakes that resulted in great loss of life. Have students identify and make a list of the errors made by those at Fort Mims before the attack. For each error listed, in a second column students will list a corresponding action settlers should have taken. For example, *left gates open/kept gates closed*. You may have students work individually, or allow them to work in small groups for this activity.

Ask students to identify the error or errors that they think contributed most to the success of the American Indians' surprise attack, and give reasons for their choice.

Using Photographs and Illustrations

Ask students to study the illustration of the Battle at Fort Mims. What parts of the drawing are most dramatic? Frightening? Sad or tragic? Heroic?



Above: On August 30, 1813, about 700 Creek warriors attacked Fort Mims. They killed about 250 of the inhabitants and burned the fort to the ground. It was one of the worst massacres in American history.

would not listen. So he got on his horse and rode away before the battle was over. The Red Stick warriors killed hundreds of people and took about 100 captives, including slaves. Then they burned the fort. Fewer than 40 people escaped from the fort during the attack. Most of those who survived ran into the woods and hid. One who escaped was a slave woman named Hester. Even though wounded, she made it to the river and found a canoe. She paddled to Fort Stoddert near Mobile and reported the first news of the battle at Fort Mims.

The brave act of a Red Stick saved the members of one family. Toward the end of the battle, Mrs. Vacey McGirth and her children stood together in the corner of a building. They were about to be killed when a young warrior named Sanota saw them. Mrs. McGirth had taken him in as an orphan. (An **orphan** is a child whose parents have died.) She had treated him as one of her own children. Sanota jumped in front of the family and protected them with his body. He said he wanted them for his slaves. Sanota led the mother and children away from the fort

Notes:

and took them to his village. Later, they slipped away and found Mr. McGirth. Zachariah McGirth was not at the fort at the time of the attack. He thought his family had died in the battle.

Sam Dale—Hero

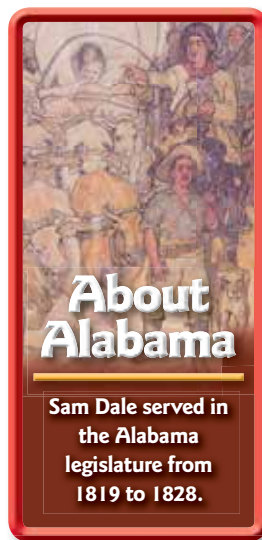
After the attack on Fort Mims, the settlers were even more afraid of the Red Sticks. They were also very angry with the Indians. Groups of settlers often went out to look for them. Sam Dale, who fought at Burnt Corn Creek, was a scout for one of those groups of settlers.

One day in November, Dale's party was crossing the Alabama River. They saw a large canoe coming down the river. In it were 11 Indian warriors. When they saw the settlers, 2 of the Indians jumped in the river to swim for shore. "Big Sam" Dale asked for volunteers to fight the Indians.

The other settlers watched while Captain Dale, James Smith, Jeremiah Austill, and a former slave named Caesar hurried into a small canoe. Caesar paddled to the Red Sticks' canoe and held the boats together.

The Red Sticks and the settlers fought hand to hand for a few minutes. Sam Dale fought with one foot in his canoe and the other foot in the Indians' canoe. The settlers killed all of the warriors. This small battle gave the Americans new hope in this war.

Sam Dale became a hero to settlers all over the territory. Dale often carried urgent military messages. On one trip, he surprised everyone by traveling from Georgia to New Orleans, Louisiana, in only eight days. The trip through the middle of Creek territory usually took two weeks.



Left: Sam Dale became an Alabama hero for his actions during the canoe fight. He is depicted bringing settlers into Alabama on a mural in the state capitol dome (top). **Above:** Jeremiah Austill fought alongside Sam Dale.

Art Activity

Read Sam Dale—Hero aloud to students. Have students draw their own depictions of the canoe battle on the Alabama River, including all the characters and showing as many details as possible. Display the drawings in the classroom.

Canoes

Have any students ridden or gone fishing on a lake or river in a canoe? If so, let those students describe their experience. Was it hard to keep the canoe steady in the water? How hard was it to paddle the canoe? Can they imagine standing in canoes to fight, as Sam Dale did?

Heroes

Many settlers and American Indians became heroes to their people during the Creek War. Write the word HEROES on the board vertically. Students should write a word or phrase beginning with each letter that describes a hero. For example, beside the H, students might write the phrase "helped others."

Notes:

Davy Crockett

Davy Crockett came to Alabama with a group of Tennessee volunteers to fight the Indians. He later became a hero of the American frontier. Several movies and a television series have depicted his life. Show excerpts from one of these films to the class to give students a picture of the exploits of Davy Crockett and other frontiersmen. Students can search using media center resources to learn more about Davy Crockett.

Folk Music Legend

A folk song, "The Ballad of Davy Crockett," was used in television and movies to tell the legend of Davy Crockett. In most versions, stanzas two through six describe Crockett's participation in the Creek Indian War in Alabama. Play the song for students. You can find lyrics and music at several websites including boyscouttrail.com (search Songs) as well as songlyrics.com.

Student Composers

Allow students to work in small groups of three or four to write an original folk song about one of the other heroic or legendary characters from this chapter. Let the groups volunteer to perform their songs for the class.



Top: The Choctaw chief Pushmataha fought on the side of the White Sticks in the Creek Indian War. **Above:** Major John Coffee was one of Andrew Jackson's senior officers. **Right:** Andrew Jackson became a national hero after the Creek Indian War and the Battle of New Orleans. He was later elected to two terms as president.

The Settlers Ask for Help

Leaders of the settlers asked states and other American territories for help. Georgia sent about 3,000 men under the command of Generals John Floyd and David Adams. Major General Andrew Jackson led men from Tennessee. General Claiborne came with the territorial militia from Fort Stoddert. The **militia** was made up of citizens trained as soldiers. In September 1813, Choctaw Chief Pushmataha offered to help the United States fight the Red Sticks. The Chickasaw, Cherokee, and White Stick Creek also fought on the side of the settlers.

This is from a letter written by Indian Agent John McKee to General Jackson.

In this group of Tennessee Volunteers was a man named Davy Crockett. As a scout under the command of Colonel John



Notes:

Coffee, Crockett and his men traveled to the Falls of the Black Warrior, a Creek settlement. Their mission was to destroy it. When they got there, it was deserted. The Indians, in their hurry to leave, left their cribs full of corn and beans. Crockett and his men burned the settlement of about fifty cabins and a long house.

In the fall of 1813, General Andrew Jackson sent Major John Coffee out with a group of soldiers. They attacked the Red Sticks at a town on the Tallasseehatchee Creek in present-day Calhoun County. Coffee's men killed nearly 200 Red Sticks.

The Battle of Holy Ground

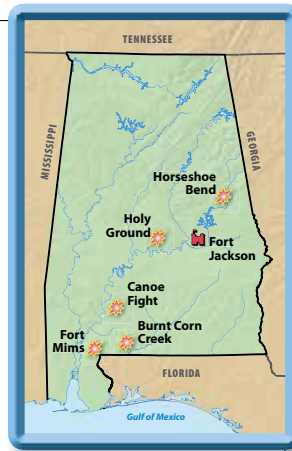
After the attack on Fort Mims, Red Eagle's warriors camped at Holy Ground. Holy Ground was on the east bank of the Alabama River near present-day White Hall in Lowndes County. The Creek believed that Holy Ground was a special place. Their legend was that any enemy who came there would die.

General Claiborne did not believe the story. In December 1813, his troops and the Choctaw led by Chief Pushmataha attacked. The Red Sticks fought with great fury. They did not understand why the white men did not die. When the Red Sticks realized they were losing, they fled into the surrounding swamps. Many rushed into the woods to hide while others were killed. Legend says that Red Eagle and his horse jumped off a high bluff into the Alabama River to escape. After winning the battle, General Claiborne burned the town around Holy Ground.



Left: These peaceful woods on the banks of the Alabama River were the sight of the bloody Battle of Holy Ground.

Above: Pottery fragments found at Holy Ground are evidence of possible plundering from Fort Mims.



Map 16 Battles of the Creek War 1813-1814

Map Skill: Which was the only battle not on a river?

Answer to Map 16 Skill

The lower or southern third

Critical Thinking

Ask students: Why did the Americans often burn villages or towns after winning a battle or driving the Indians away? (*to destroy crops, supplies, or shelter the Indians might use to continue fighting*)

Chunking and Charting Information

Provide students with the template for a chart illustrating the battles in the war. Across the top, write these categories: Fighting, Dates, Leaders, and Results. Vertically on the left, list these events: Battle at Burnt Corn Creek, Attack on Fort Mims, Alabama River Canoe Fight, Battle of Holy Ground, and Battle of Horseshoe Bend.

As an ongoing assignment, have students “chunk” the information by reading about the battles one at a time. After reading each passage about one of these battles, students should stop and complete the information for that part of the chart.

Notes:

Answers to Map 17 Skill

1. North
2. Southwest
3. Answers will vary; west or southeast.

Using Photographs and Illustrations

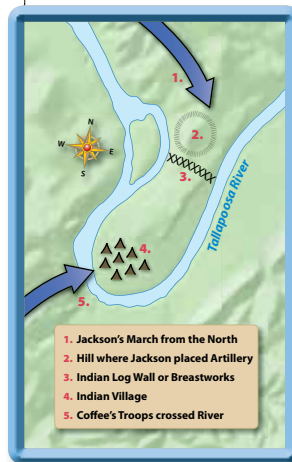
Compare the aerial photograph of Horseshoe Bend with Map 17. Can students find the places marked on the map? The village of Tohopeka was located in the center of the horseshoe. Locate it on the map and in the photograph.

Thinking Further

Ask students whether they think the Red Sticks' strategy was good when they camped at Horseshoe Bend. Ask students to study the map and decide whether Jackson could have used any other strategy that would have worked as well.

What Would You Do?

Ask students: If you were Chief Menawa, what strategy would you have used at Horseshoe Bend? What would you have done differently? Let students work in teams to devise a strategy for the Red Sticks that might have changed the outcome of the battle. Each team should present its strategy to the class. Students should try to agree on the strategy they think would have been most successful.



Map 17 Battle of Horseshoe Bend

Map Skills: Look at the aerial photo and the map of Horseshoe Bend.

1. From which direction did General Jackson attack?
2. From which direction did John Coffee's men attack?
3. If any Red Sticks could escape, where do you think would be the best places?

The Creek village of Tohopeka (right) was built in the horseshoe of the Tallapoosa River (top right).



The Battle of Horseshoe Bend

Chief Menawa was one of the Creek leaders during the war. In March 1814, he was camped with about 1,000 Red Sticks. They were inside a horseshoe-shaped bend of the Tallapoosa River. The river was on three sides of the camp. Warriors had built a strong log wall on the fourth side. They believed they were safe.

General Jackson divided his army of 3,300 men. He attacked the log wall with part of the army. The rest went with Major Coffee into the woods behind the bend of the river. This second group included 600 Indians who were American allies.

On March 27, 1814, General Jackson ordered the attack. While his troops fought at the wall, Coffee's men and Indian allies



Notes:

swam the river. They first destroyed the Red Sticks' canoes so they could not escape. Then they set the village on fire so the Creek were attacked on two sides.

The fierce battle lasted all day. In the end, over 800 Red Stick warriors were killed. Menawa was shot and thought to be dead, but he escaped after dark. Losing this battle broke the power of the Red Sticks forever.

The War Ends

After the Battle of Horseshoe Bend, General Jackson moved his army to the old French Fort Toulouse. They rebuilt the fortress and called it Fort Jackson.

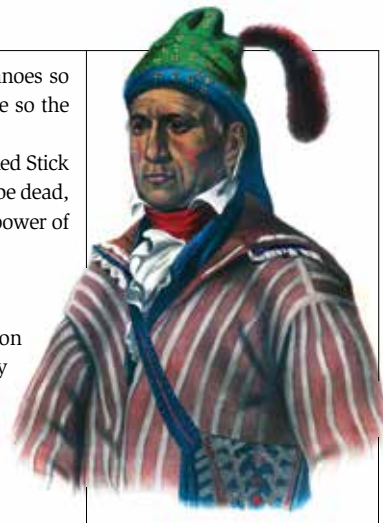
Chief Red Eagle went to Fort Jackson and gave himself up in April 1814. The general sent him to The Hermitage, Jackson's home near Nashville, Tennessee, for protection. Red Eagle later returned to Alabama where he lived in Baldwin County until his death in 1824.

The Creek War ended on August 9, 1814, with the signing of the Treaty of Fort Jackson. The Creek agreed to give much of their land, 23 million acres, to the United States. Settlers soon began moving onto this land. So many settlers moved in after the treaty that it was called the "Great Migration." (**Migration** is when a group of people or animals move from one area to another.)

Jacksonian Democracy

Andrew Jackson, "Old Hickory," was called a hero because of his victories against the Red Sticks. General Jackson soon went to New Orleans, Louisiana, to fight in the War of 1812. He defended the city against the British troops in the Battle of New Orleans. After an outstanding victory, Jackson was again hailed as a hero. He was admired throughout the United States. He ran for office to represent the common man. There was a new spirit in America. This time was called the Jacksonian Democracy. More states allowed the average man to vote. Before, only rich landowners could vote or hold office.

In 1828, Jackson was elected president of the United States. (**Elect** means to choose by vote.) He called for the removal of



Top: The Creek warrior Menawa was shot during the battle and pretended to be dead until he could escape. **Above:** Sam Houston, who later became famous in Texas, was wounded by an arrow during the battle.

Role-Play: Surrender

Have students role-play the surrender of Chief Red Eagle to Andrew Jackson at Fort Jackson in 1814. Assign the roles of Red Eagle, Andrew Jackson, Creek Indians, soldiers, and settlers. Students should think about how difficult it may have been for Red Eagle to go to the fort to surrender. How would the other Creek have felt? How do students think General Jackson and the soldiers acted? How might settlers who observed the surrender have reacted?

Critical Thinking

Ask students how Alabama might be different today if the Treaty of Fort Jackson had not been signed in 1814. How would our country be different?

Migration Word Study

Write the word *migration* on the board and have students call out definitions or examples. List all responses on the board. Then, have students research to find all the definitions of *migration*, or ways the word is used (e.g., human, animal, substance, or cell migration, etc.). Students should revisit the original list of responses and strike any that are not valid.

Send students to ask as many people as they can during the next two days to name something that migrates. They should compile a list of responses to share with the class at the end of the two days.

Note:

Jacksonian Democracy

What does the word *democracy* mean to students? Let students make predictions about what might have been different or new about "Jacksonian" democracy. Have them work in pairs to read this section of the text. Students should look for the one change that made Jacksonian Democracy a new time in our history. (*More states gave the right to vote to the average citizen, or "common man."*)

Literature Connection

Several historical novels have been written about the Trail of Tears and related subjects. Encourage students to read *Longwalker's Journey* by Beatrice Harrell, *Soft Rain* by Cornelia Cornelissen, *The Journal of Jesse Smoke: A Cherokee Boy* by Joseph Bruchac, or others. You might want to choose a novel to read together as a class activity.

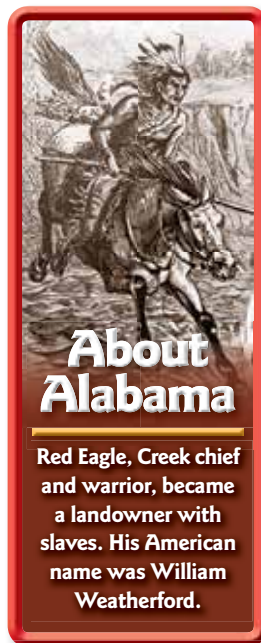
Biographical Research

Have students choose one of the characters described in this chapter who was important during the Creek War. Students can use the Internet or media center resources to research the life of the person they chose. Then have students write a one-page biography of that person that includes the reason(s) he or she chose this character. You might want to use a rubric to evaluate student writing. Allow students to share various biographies with their classmates.

ASSESS

Answers to “Think It Through!”

1. Burnt Corn Creek
2. If the settlers had paid more attention, been on guard, kept the sand clear, and kept the gates to the fort closed
3. The Choctaw, Chickasaw, Cherokee, and White Stick Creek
4. They thought they were safe in the bend of the river, but they were surrounded with no escape route.
5. Andrew Jackson



the Indians. He wanted their land to be settled by white men. Even the Indians who fought with Jackson at Horseshoe Bend were removed.

Indian Removal

As many new settlers moved into Alabama, they wanted more and more land. Many Indians adopted the religion, clothing, and farming ways of the Americans. Treaties were made between the American Indians and the U.S. government. The United States broke most of its promises because settlers wanted to move to the new land. The Indians who remained in Alabama had a very hard time. It was many years before they received their rights as citizens.

In 1830, the Congress passed the Indian Removal Act. This was a forced migration of American Indians from their land. It was called the “Trail of Tears.” Over the next 15 years, many Indians were forced to move to lands west of the Mississippi River. It was about 1,000 miles to the new land in today’s state of Oklahoma. Some of the Indians were forced to walk all of the way. Others went by boat part of the way and walked the rest of the trail. Many Indians died along the way. You will read more about the removal of the American Indians in Chapter 6.

Most of those who stayed behind did not talk about their Indian heritage. Even if they lived in American Indian communities, they gave up most Indian ways. The Poarch Creek Indians, however, did stay together in the Tensaw community.

Think It Through!

1. Where was the first battle of the Creek Indian War?
2. What might have prevented the Indians’ easy capture of Fort Mims?
3. Which Indian groups fought on the side of the settlers?
4. How did the Red Stick plan cause their defeat at the Battle of Horseshoe Bend?
5. Who was the leader of the American troops and Indian allies at the Battle of Horseshoe Bend?

Media Activity

Show the movie *Avatar* (or excerpts) to the class. Then, discuss as a class or in small groups the parallels between the movie plot and the history of the American Indians. Students should discuss similarities in the beliefs and culture of the natives and similarities in the attitudes of the invaders/settlers.

Note:

Focus on American Indians

The Long Road to Citizenship

The U.S. Congress did not give full citizenship to American Indians until 1924. Before that time, Alabama had laws that kept an Indian from suing or speaking against a white man in court. At that time, there were laws that kept black and white children from going to school together. These same laws kept Indian children out of both schools. Many of the Indian children in Alabama were educated in schools begun by missionaries.

In Alabama today, about 45,000 people consider themselves Indian. About half of those people claim to be of pure American Indian heritage. Some of them live in mostly Indian communities. Others live in towns and cities around the state.

It is no longer dangerous to have Indian ancestors. Unlike earlier times, claiming Indian ancestry today is a source of pride. The State of Alabama recognizes nine tribes, bands, or nations. These are the Poarch Band of Creek Indians, Echota Cherokee Tribe of Alabama, Cherokee Tribe of Northeast Alabama, MaChis Lower Creek Indian Tribe of Alabama, Star Clan of Muscogee Creek, Cher-O-Creek Intra Tribal Indians, MOWA Band of Choctaw Indians, Piqua Shawnee Tribe, and United Cherokee Ani-Yun-Wiya Nation.

The Poarch Creek tribe near Atmore is now the only federally recognized tribe in Alabama.



Above: The Poarch Band of Creek Indians operates three hotel/casinos, including Windcreek.

Alabama recognized the MOWA Choctaw as a tribe in 1979. The tribe is working to gain recognition from the Federal Bureau of Indian Affairs. MOWA Choctaw Chief Wilford "Longhair" Taylor lives in Washington County. He wants the tribe's identity to be restored. Chief Taylor said, We were a Choctaw community in 1814, we are a Choctaw community now, and we will always be a Choctaw community."

Alabama Indians Today

Divide students into nine groups, and assign to each group one of the nine tribes or nations recognized by the state of Alabama. Let students research to find more information about the tribe. Students should find where the tribe lives and locate it on a map of Alabama. Allow each group to pin or mark the location of their assigned tribe on a large classroom map. Which tribe or nation is located closest to your town?

FYI

Missionaries from several churches established primitive schools for Indian children in the years following the Creek War. Alabama had three separate school systems until the 1960s: one for white children, one for black children, and one for American Indian children. In 1970, the Choctaw Indians asked for the right to keep at least one Indian school open in each county. They wanted the option of continuing to educate their children in a separate system.

Diversity

Many resources are available for teaching tolerance, appreciation of diversity, and conflict resolution. The Southern Poverty Law Center offers classroom kits, materials, and the *Teaching Tolerance* magazine to teachers at no cost. At teachingtolerance.org, look for Classroom Activities/Materials.

Notes:

Remember

1. militia
2. ammunition
3. ally
4. orphan
5. council
6. Migration

Reviewing the Facts

1. For protection against enemies
2. Guns and ammunition
3. The Red Sticks were Creek Indians who wanted war with the settlers. The White Sticks did not want war.
4. A slave named Hester
5. Chief Red Eagle
6. General Andrew Jackson

Chapter Review

Chapter Summary

By the early 1800s, settlers had moved onto Indian lands in present-day Alabama. The Indians were divided about how to react. The Chickasaw, Cherokee, and Choctaw chose peace. The Creek Nation split into groups over the issue. The Creek in favor of war to keep their homeland were called Red Sticks. The Creek who wanted peace were called White Sticks. This split led to a Creek civil war.

In the summer of 1813, settlers attacked Red Sticks camped at Burnt Corn Creek. This was the first battle of the Creek War. Later in the summer, Red Sticks attacked Fort Mims.

Cherokee, Chickasaw, and White Stick Creek joined men from Georgia and Tennessee to fight the Red Sticks. Major General Andrew Jackson and Major John Coffee led the Tennesseans.

Red Eagle, a Red Stick, and his men camped at Holy Ground. Choctaw Chief Pushmataha and his warriors joined General Claiborne and his men to drive the Red Sticks from the area.

Chief Menawa and his fellow Red Sticks camped at Horseshoe Bend. The Tallapoosa River surrounded them on three sides. General Jackson and his men attacked from the land side. Major Coffee and his men swam the river and cut off the Red Sticks' escape route.

The battles of Holy Ground and Horseshoe Bend were the last major battles of the Creek War. The Treaty of Fort Jackson formally ended the war. The treaty forced the Indians to give up much of their land to the United States.

After Andrew Jackson became president of the United States, the Indians were forced to leave their land.



Remember

On a separate sheet of paper, write the word that best completes each of the following sentences.

Ally	Migration
Ammunition	Militia
Council	Orphan

1. A settler joined the _____ to fight like a soldier but was not in the army.
2. Peter McQueen went to Pensacola to get guns and _____ from Spain.
3. A(n) _____ is a friend or partner who is on your side.
4. Sanota was a(n) _____ who saved a settler family at Fort Mims.
5. Creek Indian towns were ruled by a(n) _____.
6. The "Great _____" occurred after the Treaty of Fort Jackson.



Reviewing the Facts

1. Why did the settlers build forts?
2. What did the British promise Tecumseh to make him their ally?
3. Who were the Red Sticks? White Sticks?
4. Who reported the first news of the battle at Fort Mims?

Notes:

5. Who went to Fort Jackson to end the Creek War?
6. What American general won the Battle of New Orleans in the War of 1812?



Using Critical Thinking Skills

1. If the Indians had won the Creek War, how might things have been different in Alabama?
2. Why do you think the settlers and soldiers at Fort Mims were so careless in watching for danger?



Making Decisions

Some settlers from Georgia and Tennessee came to fight Red Sticks in present-day Alabama. Would you have come? Why or why not?



Projects

Make a model or drawing of any of the battles in the Creek Indian War.



Writing

1. After reading about the attack on Fort Mims, write a headline and a news story that might have appeared in a newspaper “back East.”
2. Andrew Jackson was a tough fighter and excellent soldier. He became a hero all over America. Write a letter to a friend telling how you feel about Andrew Jackson.



Preparing for Tests

Multiple Choice—These questions are like ones you may see on tests.

Write your answers on a separate sheet of paper.

1. The American army general who fought the Battle of Horseshoe Bend and the Battle of New Orleans was...
 - A. Peter McQueen
 - B. Samuel Mims
 - C. William Weatherford
 - D. Andrew Jackson
2. The final battle of the Creek War was...
 - A. Holy Ground
 - B. Horseshoe Bend
 - C. Burnt Corn
 - D. Fort Mims



Using Technology

Go to archives.alabama.gov/timeline/al1702.html. Scroll through

the timeline and look for the term “Creek Indians.” Answer the following questions.

1. What year did the Creek Indians sign the Treaty of New York?
2. What two important events happened before and after the Creek Indian treaty event?

Using Critical Thinking Skills

1. Answers will vary.
2. Answers will vary.

Making Decisions

Answers will vary. Students should provide reasons for their answers.

Project

Check students’ models and drawings.

Writing

1. Check students’ headlines and news stories.
2. Check students’ letters.

Preparing for Tests

1. D. Andrew Jackson
2. B. Horseshoe Bend

Using Technology

1. 1790
2. 1787—the United States Constitution written; 1793—cotton gin invented

Notes: