GUIDELINES FOR A PROBLEM-FREE MUSEUM FIELD TRIP

Teachers are very good at taking students on field trips, educational outings of all sorts, and tours of various facilities when they are available. These outings or field trips serve to enhance or reinforce the material learned in the regular classroom.

Museums and historic sites are one of the most enriching environments for students because of the quantity and quality of items students see and consider. Indeed, whole classrooms of students have been flown to Washington, D.C. to tour the Smithsonian. It is difficult to find more valuable educational institutions than museums and historic sites.

Plan ahead to avoid the problems that can be associated with a museum field trip. The following guidelines will help you have a smooth and trouble-free visit to the Fort Toulouse/ Fort Jackson site.

1. *Go to the museum/site ahead of time to check out the viability of the field trip* and familiarize yourself with the surroundings. Check out security procedures of the museum/site. If possible take a cellular phone with you on all field trips.
   - *Classroom Preparation.* Groups that have been prepared academically for the visit generally have a more positive museum experience. Please review the following *pre-tour information* and *museum manners* with your class and chaperones before your scheduled tour date. The Fort's visitor center is open 8:00 to 5:00 p.m. daily.

2. *Prior group divisions.* If necessary students will need to be divided into equal size groups (unless otherwise instructed) before tours begins.

3. *Name tags* for all museum/site visitors are helpful to the docents in personalizing the tour/visit.

4. Send students in age-appropriate groups. Most museums have specific tours geared to differing age levels. Review the orientation package sent to the school. If left on their own, children are likely to run through the display area and site and emerge on the other side saying, "*It was just a bunch of old stuff*!"

5. Remember: the *younger the students, the greater the need for chaperones*. Teachers and adults are expected to accompany the children and docent on tours and to set an example of attentiveness. Staff members will appreciate your assistance
   - ✓ in keeping the group together,
   - ✓ in helping with hands-on activities as you explore the exhibit,
   - ✓ maintaining discipline,
   - ✓ helping with any sudden illness or other emergencies.
   - ✓ **We ask you to bring one adult chaperone for every ten children**.

6. Explain the restrictions and the need for those restrictions to the students prior to starting the field trip. *Tell the students of a location in the museum/site where they should go if they are lost*.

MUSEUM MANNERS

1. Stay with your group. Please stay with your assigned teachers/caregivers or chaperones and proceed through the event activities as she/he instructs you.

2. Conversation. Please feel free to ask questions of the reenactors and to interact with comments with staff members. Many reenactors will speak in dialect if you do not understand something please ask respectfully for the character to repeat themselves.

3. Touching. Please follow the "no touching" rule. **If you are not sure please ask if an item is touchable.**

4. Dressing. Wear comfortable outdoor clothing and comfortable shoes, bug repellant is a must.

5. Plants and animals. Please enjoy the plants and the outdoor environment offered at Fort Toulouse/Ft. Jackson but respect the plants and animals you will be around. Respect means never destroying or damaging the environment.

6. Personal photography. Personal photography is allowed during the Alabama Frontier Days event as well as year round. However, if photos are for commercial purposes, please notify the museum/site staff in order to receive permission first.

7. Take care. Since this is a public historic site anyone may use it. Be aware of who and what is around you. Please report any suspicious items or behavior to the museum/site staff members immediately.

8. Welcome and enjoy yourselves.

7. *Late Arrivals / Cancellations.* Please contact the museum/site at 334-567-3002 if you will be very late or must cancel your field trip.

8. *Location & Parking.* Fort Toulouse/Ft. Jackson street address is 2521 West Fort Toulouse Road, Wetumpka, AL 36093. Parking is available for buses and cars you will be directed by staff as to where to park. Students need to arrive before their tour is scheduled to begin in order to unload buses and divide into touring groups.

9. *Special Needs.* Please alert staff to visitors with special needs so that they may modify tours and assist as requested. Most of the site is accessible for people who are physically challenged.

10. So that all visitors will enjoy the event *please be respectful* of each other, the reenactors and site staff people. This means students should leave headsets and i-pods on the bus or in the cars.

11. *For your safety* please *do not* lean against wall panels, free standing exhibits or built in wall cases in the museum.

12. *Evaluations.* We are asking teachers to complete an evaluation form to help us know how well we are meeting teachers and students' needs. Teachers will receive the form with this package and they can also be picked up at the Visitor's Center during the field trip.

13. Other requests and notices:

    - Personal photography is allowed. However, if photos are for commercial purposes, please notify the site staff in order to receive permission first.

    - ***For Alabama Frontier Days events only please*** **have copies of the paid receipt in every car coming through the gate *PLUS* please post on the inside drivers window a sign with the schools name.** The site staff will be able to move visitors thought the gate and into the unloading area much more quickly if this is done prior to arrival.

Teacher Check List

Class Preparation

- ❑ Review the pre-tour information with students
- ❑ Review the guidelines for a problem free field trip.

Chaperone Supervision

- ❑ Have confirmed with chaperones time and place to meet for field trip.
- ❑ Copies of paid receipt and window signs made up and given to chaperones. (Frontier Days)

Prior Group Divisions

- ❑ Students divided into equal size groups if needed**.**
- ❑ Name tags for each student.

Student Materials

- ❑ Post event activities reviewed with students.

What is Archaeology?

It is a subdivision of *anthropology*, a study that examines human development and behavior from four viewpoints.

Cultural anthropologists study present cultures.
Physical anthropologists study physical development and evolution.
Linguistic anthropologists study the development and evolution of languages.

Archaeologists study the material remains of cultures, including written records, artifacts, structures, trash dumps, soil stains, organic remains or other evidence of human behavior.

It is also

a multicultural discipline that promotes respect for present and past human societies.
a way of preserving our shared human heritage by providing individuals with perspectives on their own time and place in human history.
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the study of the nonrenewable and fragile remains of past cultures, instilling awareness for the need to preserve and protect archaeological sites.

You might ask yourself

What Does an Archaeologist Do?

Archaeologists study past cultures through artifacts, or items that people have made, used or changed (modified).

Archaeologists investigate sites and artifacts to answer questions or to save cultural resources from destruction, either from human or natural forces. Archaeologists strive to investigate and save the fragile clues of former cultures so we can understand our connection to the past.

Archaeologists research an area's background before excavations begin. They want to find out who lived there, what structures might be on the site. They are very interested in how the landscape has changed thought time.

The area that interests an archaeologist is inspected to record and gather artifacts. They may remove a small amount of soil to see what is just under the surface. This survey work helps archaeologists decide if further testing or excavation is the best way to move ahead.

An excavation might be the next step for an archaeologist. The archaeologist will divide a site up in smaller units (usually 1 meter squares). Shovels, trowels, paintbrushes and even dental picks remove the soil. When a large item is located, it is left in place until all of the soil around it is removed. All artifacts, no matter the size or condition, are photographed and mapped. Then they are removed from the site after being bagged and labeled. The label will contain all the information about where the artifact came from, who excavated it, plus other information that is required by the state's archaeology office.

The artifact is then moved to a laboratory to be cleaned and catalogued. Archaeologists examine the objects to learn more about them as well as what it can tell us about the people who made, used and lost or discarded it.

At the end of a season the archaeologists will write up a report that contains all the information about what they did. They might write articles to be published in journals so other scientists and students of archaeology can read about what was discovered.

The final step an archaeologist is involved in is the preservation of the artifacts and site. The artifacts might be stored at a research facility or a museum so students and the general public can study them. Teaching everyone to respect the past preserves the site for further excavation or visitation by everybody.

A.D. 1000- 1600	**MISSISSIPPIAN TIMES**
A.D. 1200	**Construction of Indian Mound** by Mississippian Indians, large town at forks
around 1450	**Decline of Mississippian culture**, few people live here
1500-1699	**SPANISH TIMES**
September 1540	**Hernando de Soto crosses Coosa River** near here on way west to Battle of Maubila
1699-1763	**FRENCH COLONIAL TIMES**
1699	**Arrival of the French at Mobile Bay,** at Massacre Island [Dauphin Island]
1702	**French establish Mobile** on Alabama River at 27-Mile Bluff. [After flood, Mobile moves to present site on bay in 1712.]
1717	**Ft. Toulouse established by French**. Alibamus invite French to establish trading post at forks. [Some French soldiers marry into Indian families.]
1763	**French lose French & Indian War.** Alabama country becomes British. French abandon **Ft. Toulouse**: Alibamu Indians destroy fort, follow French to Louisiana.
1763-1784	**BRITISH COLONIAL TIMES**
1775	**Wm. Bartram visits Ft. Toulouse**. Describes ruins of fort and local native population
1776	**American Revolution begins**. Little fighting in Gulf states [Creeks generally pro-British. French and Spanish are American allies.]
1783	**Americans defeat British.** Louisiana returned to French and West Florida to Spanish. [Bad for Creeks, who are left to deal with unsympathetic Americans.]
1798-1819	**TERRITORIAL TIMES**
1798	**Mississippi Territory organized**. Includes Mississippi, all of Alabama west of Chattahootchee River and north of 31 latitude
1803	**Louisiana Purchase.** U.S. buys all lands drained by Mississippi River [American settlers push west, but most of Alabama still controlled by Creeks.]
1812	**Creek Civil War begins** between Red Sticks, who rejected cooperation with whites, and White Party that accepts ties to whites. [Collapse of deerskin trade, pressure from American government policy, land-hungry settlers, and Creek religious revival leads to Indian/Indian fighting in Creek Territory.]
1813	**Creek War begins**. Red sticks battle white settlers at Burnt Corn Creek and Ft. Mims.
1814	**End of Creek War.** Andrew Jackson defeats Creeks at Horseshoe Bend; builds **Ft. Jackson**. [Jackson also forces Treaty of Ft. Jackson, advances to Gulf Coast to face British threat, seizes Pensacola, defeats British at Battle of New Orleans January 7, 1815.]
1817	**Alabama Territory organized**. Capitol at St. Stephens. Alabama Land Office opens. [Settlers flock to Alabama to buy Indian land - "Alabama Fever".]
1819	**Alabama becomes 22nd state**. Capitol is located at Cahawba.

In 1717, when this region was part of French Louisiana, the French built a fort near the strategically vital junction where the Tallapoosa and Coosa Rivers form the Alabama River. The fort was primarily a trading post where Indians exchanged fur pelts for guns and household items. There were no battles at the post as French diplomacy forged allies with the natives. The surrounding Indians, commonly referred to as Creeks, wanted peace so they could trade with both the French and British.

Fort Toulouse, a re-creation of the last or 3rd French fort built between 1749 and1751, and is a National Historic Landmark. The wall of the fort facing the Coosa River washed away in1747 and a second fort was built in 1751 using a palisade of pointed logs. The French lost the French and Indian War and the fort in 1763. The site was abandoned by the French and the lands reverted to native occupation.

Few vestiges of the French post were visible when a new large earthen fort was erected in 1814 and named in honor of General Andrew Jackson.

FORT JACKSON

Following the French abandonment of Fort Toulouse in 1763 at the end of the French and Indian War, the river valley was peaceful as first the British and then the American nations claimed the region but few white men came to the area. Relations between the white settlers and Native peoples deteriorated in the first decade of the Nineteenth Century. The United States and Great Britain were at odds during the same time and by late 1813 the Creek War and the War of 1812 were underway. Members of the Creek Nation who wanted to keep their traditional ways and not accept the white man in their country were called the Red Sticks and it was they who warred against the Americans. The members of the Creek Nation who wanted to accept the white man's ways and live peacefully with them were called the White Sticks and these groups fought along side the Americans against the Red Sticks.

The militias of Georgia, Tennessee, North Carolina, South Carolina and the Mississippi Territory (which included what would later become Alabama) took to the field to defeat the Creeks. The British who the Americans were also fighting during the War of 1812 supported the Red Stick Creeks though there was little in the way of supplies and no troops in the Fort Jackson area.

The area of the headwaters of the Alabama River and the Hickory Ground (Wetumpka) was the goal of the American armies coming from the East, West, and North. It was believed that the great battle to end the Creek War would come near the juncture of the Coosa and Tallapoosa Rivers.

The Armies fought battles from each direction but the battle that broke the Creek effort came at Horseshoe Bend on the Tallapoosa River. Indian survivors of this battle fled south toward the Hickory Ground. The army led by Andrew Jackson pushed the same direction and hoped to link with the army from Georgia also moving toward the Hickory Ground. The forces were unable to catch the fleeing Indians but they did join and soon encamped where Fort Toulouse-Fort Jackson Park is located.

The militia troops from Tennessee returned home and soldiers from North Carolina, South Carolina and the regular army began building a large earthen fort. The fort was named by General Thomas Pinckney for his subordinate Andrew Jackson.

Fort Jackson had a moat that was seven feet deep and dirt walls ranging in height from 7 ½ feet to 9 feet high. When finished the fort contained barracks space to house 200 soldiers. A garrison was kept here as the focus of these armies changed to the war with the British and activities occurring on the Gulf Coast. During this time thousands of troops passed through the site on their way south.

In August of 1814 the Treaty of Fort Jackson was signed officially ending the Creek War. The Creeks agreed to give the United States more than twenty million acres as reparations for the war. This land was the majority of what became the State of Alabama.

Soldiers continued to occupy the post until 1816. In 1817 and 1818 efforts to build a town at the site were begun and Fort Jackson Town was born. This town served as the first county seat for Montgomery County but by 1819 the town of Montgomery had become the principle place in the County and Fort Jackson Town was abandoned soon returning to forest and fields.

Treaty of Fort Jackson August 9, 1814

Articles of agreement and capitulation, made and concluded this ninth day of August, one thousand eight hundred and fourteen, between major general Andrew Jackson, on behalf of the President of the United States of America, and the chiefs, deputies, and warriors of the Creek Nation. /A/

WHEREAS an unprovoked, inhuman, and sanguinary war, waged by the hostile Creeks against the United States, hath been repelled, prosecuted and determined, successfully, on the part of the said States, in conformity with principles of national justice and honorable warfare - - And whereas consideration is due to the rectitude of proceeding dictated by instructions relating to the re-establishment of peace: Be it remembered, that prior to the conquest of that part of the Creek nation hostile to the United States, numberless aggressions had been committed against the peace, the property, and the lives of citizens of the United States, and those of the Creek nation in amity with her, at the mouth of Duck river, Fort Mimms, and elsewhere, contrary to national faith, and the regard due to an article of the treaty concluded at New-York, in the year seventeen hundred ninety, between the two nations: That the United States, previously to the perpetration of such outrages, did, in order to ensure future amity and concord between the Creek nation and the said states, in conformity with the stipulations of former treaties, fulfil, with punctuality and good faith, her engagements to the said nation: that more than two-thirds of the whole number of chiefs and warriors of the Creek nation, disregarding the genuine spirit of existing treaties, suffered themselves to be instigated to violations of their national honor, and the respect due to a part of their own nation faithful to the United States and the principles of humanity, by impostures (impostors,) denominating themselves Prophets, and by the duplicity and misrepresentation of foreign emissaries, whose governments are at war, open or understood, with the United States. Wherefore,

1st - - The United States demand an equivalent for all expenses incurred in prosecuting the war to its termination, by a cession of all the territory belonging to the Creek nation within the territories of the United States, lying west, south, and south-eastwardly, of a line to be run and described by persons duly authorized and appointed by the President of the United States - - Beginning at a point on the eastern bank of the Coosa river, where the south boundary line of the Cherokee nation crosses the same; running from thence down the said Coosa river with its eastern bank according to its various meanders to a point one mile above the mouth of Cedar creek, at Fort Williams, thence east two miles, thence south two miles, thence west to the eastern bank of the said Coosa river, thence down the eastern bank thereof according to its various meanders to a point opposite the upper end of the great falls, (called by the natives Woetumka,) thence east from a true meridian line to a point due north of the mouth of Ofucshee, thence south by a like meridian line to the mouth of Ofucshee on the south side of the Tallapoosa river, thence up the same, according to its various meanders, to a point where a direct course will cross the same at the distance of ten miles from the mouth

thereof, thence a direct line to the mouth of Summochico creek, which empties into the Chatahouchie river on the east side thereof below the Eufaulau town, thence east from a true meridian line to a point which shall intersect the line now dividing the lands claimed by the said Creek nation from those claimed and owned by the state of Georgia: Provided, nevertheless, that where any possession of any chief or warrior of the Creek nation, who shall have been friendly to the United States during the war, and taken an active part therein, shall be within the territory ceded by these articles to the United States, every such person shall be entitled to a reservation of land within the said territory of one mile square, to include his improvements as near the center thereof as may be, which shall inure to the said chief or warrior, and his descendants, so long as he or they shall continue to occupy the same, who shall be protected by and subject to the laws of the United States; but upon the voluntary abandonment thereof, by such possessor or his descendants, the right of occupancy or possession of said lands shall devolve to the United States, and be identified with the right of property ceded hereby. /B/

2nd - - The United States will guarantee to the Creek nation, the integrity of all their territory eastwardly and northwardly of the said line to be run and described as mentioned in the first article. /C/

3d - - The United States demand, that the Creek nation abandon all communication, and cease to hold any intercourse with any British or Spanish post, garrison, or town; and that they shall not admit among /D/ them, any agent or trader, who shall not derive authority to hold commercial, or other intercourse with them, by license from the President or authorized agent of the United States. 4th - - The United States demand an acknowledgment of the right to establish military posts and trading houses, and to open roads within the territory, guaranteed to the Creek nation by the second article, and a right to the free navigation of all its waters. /E/

5th - - The United States demand, that a surrender be immediately made, of all the persons and property, taken from the citizens of the United States, the friendly part of the Creek nation, the Cherokee, Chickesaw, and Choctaw nations, to the respective owners; and the United States will cause to be immediately restored to the formerly hostile Creeks, all the property taken from them since their submission, either by the United States, or by any Indian nation in amity with the United States, together with all the prisoners taken from them during the war. /F/

6th - - The United States demand the caption and surrender of all the prophets and instigators of the war, whether foreigners or natives, who have not submitted to the arms of the United States, and become parties to these articles of capitulation, if ever they shall be found within the territory guaranteed to the Creek nation by the second article. /G/

7th - - The Creek nation being reduced to extreme want, and not at present having the means of subsistance, the United States, from motives of humanity, will continue to furnish gratuitously the necessaries of life, until the crops of corn can be considered competent to yield the nation a supply, and will establish trading houses in the nation, at

the discretion of the President of the United States, and at such places as he shall direct, to enable the nation, by industry and economy, to procure clothing. /H/

8th - - A permanent peace shall ensue from the date of these presents forever, between the Creek nation and the United States, and between the Creek nation and the Cherokee, Chickesaw, and Choctaw nations. /I/

9th - - If in running east from the mouth of Summochico creek, it shall so happen that the settlement of the Kennards, fall within the lines of the territory hereby ceded, then, and in that case, the line shall be run east on a true meridian to Kitchofoonee creek, thence down the middle of said creek to its junction with Flint River, immediately below the Oakmulgee town, thence up the middle of Flint river to a point due east of that at which the above line struck the Kitchofoonee creek, thence east to the old line herein before mentioned, to wit: the line dividing the lands claimed by the Creek nation, from those claimed and owned by the state of Georgia. /J/

The parties to these presents, after due consideration, for themselves and their constituents, agree to ratify and confirm the preceding articles, and constitute them the basis of a permanent peace between the two nations; and they do hereby solemnly bind themselves, and all the parties concerned and interested, to a faithful performance of every stipulation contained therein.

In testimony whereof, they have hereunto, interchangeably, set their hands and affixed their seals, the day and date above written.

Andrew Jackson, major general commanding Seventh Military District, (L.S.)

Tustunnuggee Thlucco, speaker for the Upper Creeks, his x mark, (L. S.)

Micco Aupoegau, of Toukaubatchee, his x mark, (L.S.)

Tustunnuggee Hopoiee, speaker of the Lower Creeks, his x mark, (L. S.)

Micco Achulee, of Cowetau, his x mark, (L.S.)

William McIntosh, jr., major of Cowetau, his x mark, (L.S.)

Tuskee Eneah, of Cussetau, his x mark, (L.S.)

Faue Emautla, of Cussetau, his x mark, (L.S.)

Toukaubatchee Tustunnuggee, of Hitchetee, his x mark, (L.S.)

Noble Kinnard, of Hitchetee, his x mark, (L.S.)

Hopoiee Hutkee, of Souwagoolo, his x mark, (L.S.)

Hopoiee Hutkee, for Hopoie Yoholo, of Souwogoolo, his x mark, (L.S.)

Folappo Haujo, of Eufaulau, on Chattohochee, his x mark, (L.S.)

Pachee Haujo, of Apalachoocla, his x mark, (L.S.)

Timpoeechee Bernard, captain of Uchees, his x mark, (L.S.)

Uchee Micco, his x mark, (L.S.)

Yoholo Micco, of Kialijee, his x mark, (L.S.)

Socoskee Emautla, of Kialijee, his x mark, (L.S.)

Choocchau Haujo, of Woccocoi, his x mark, (L.S.)

Esholoctee, of Nauchee, his x mark, (L.S.)

Yoholo Micco, of Tallapoosa Eufaulau, his x mark, (L.S.)

Stinthellis Haujo, of Abecoochee, his x mark, (L.S.)

Ocfuskee Yoholo, of Toutacaugee, his x mark, (L.S.)

John O'Kelly, of Coosa, (L.S.)

Eneah Thlucco, of Immookfau, his x mark, (L.S.)

Espokokoke Haujo, of Wewoko, his x mark, (L.S.)

Eneah Thlucco Hopoiee, of Talesee, his x mark, (L.S.)

Efau Haujo, of Puccan Tallahassee, his x mark, (L.S.)

Talessee Fixico, of Ocheobofau, his x mark, (L.S.)

Nomatlee Emautla, or captain Isaacs, of Cousoudee, his x mark, (L. S.)

Tuskegee Emautla, or John Carr, of Tuskegee, his x mark, (L.S.)

Alexander Grayson, of Hillabee, his x mark, (L.S.)

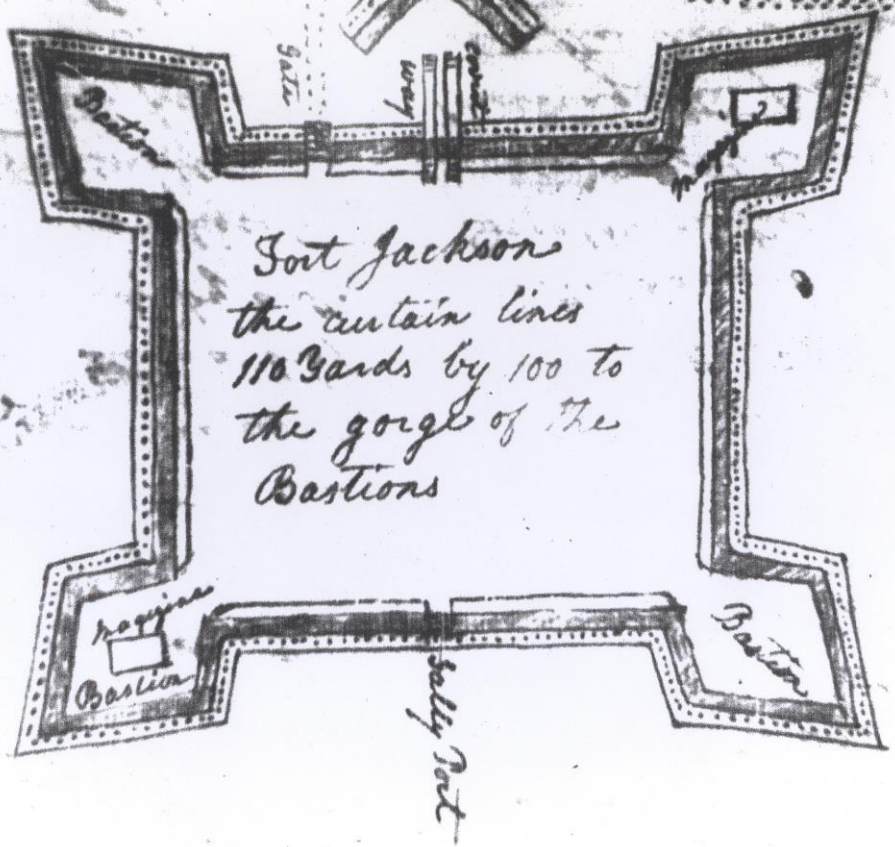
Lowee, of Ocmulgee, his x mark, (L.S.)

Nocoosee Emautla, of Chuskee Tallafau, his x mark, (L.S.)

William McIntosh, for Hopoiee Haujo, of Ooseoochee, his x mark, (L. S.)

William McIntosh, for Chehahaw Tustunnuggee, of Chehahaw, his x mark, (L.S.)

William McIntosh, for Spokokee Tustunnuggee, of Otellewhoyonnee, his x mark, (L.S.)
Done at fort Jackson, in presence of - -
Charles Cassedy, acting secretary,
Benjamin Hawkins, agent for Indian affairs,
Return J. Meigs, A.C. nation,
Robert Butler, Adjutant General U.S. Army,
J.C. Warren, assistant agent for Indian affairs,
George Mayfield,
Alexander Curnels,
George Lovett,
Public interpreters.
A/ Proclamation, Feb. 16, 1815.
B/ Cession of territory by the Creeks asequivalent to the expenses of the war
C/ Guaranty of other territory of the Creeks.
D/ Intercourse with British or Spanish posts to cease
E/ Establishment of military posts
F/ All property taken to be surrendered
G/ The prophets and instigators of the war to be given up.
H/ Supplies of corn to be presented to the Creeks.
I/ Permanent peace
J/ Lines of the territory


Road to Jalapa
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way
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Fort Jackson
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the gorge of the
Bastions
Bastion
Bastion
Sally Port

U.S.

1: Private, 16th US fufantry Regt., 1812
2: Private, US4thRifleRegt., 1814
3: Musician, US Foot Artillery, 1812

The Brignacs Travel To Mobile

Sgt. Brignac, a French Marine, has been stationed at Fort Toulouse for several years. In September of 1740, his commander, Captain Monbérault gives him letters and reports to deliver to the Captain's superiors in Mobile. Marie, Sgt. Brignac's Alibamu Indian wife, is traveling with him. They will travel by dugout canoe. The trip down the Alabama River will take about a week and they will camp each night.

Help plan their trip. In detail, what should they take? Divide the class into equally sized teams. Each team should make three lists, which answer these questions:

1. What will Sgt. Brignac personally wear and carry?
2. What will Marie Brignac personally wear and carry?
3. What items will be needed for the trip and carried in the canoe?

Later, each group can put their list on the board and the class can discuss the situation. You should be able to name more than 100 items that they must take!

Suggestions: In addition to the two travelers, the canoe can carry no more than 150 pounds. Since they must paddle, they will not have much time to hunt, fish or gather food along the way. They will stay with Marie's family in Mobile and will be able to get supplies from them for the return trip there. Remember include only supplies that would be available in the Alabama frontier of 1740! **Hint on supplies**: they have to cook, eat, sleep, stay dry and be prepared for emergencies.

Ft. Toulouse-Jackson Site Timeline

At the junction of the Coosa and Tallapoosa Rivers is one of the most notable places in early Alabama history. Famous as the site of Ft. Toulouse and Ft Jackson, the fork has been occupied for more than 3,000 years and was a focus of intense Indian, Spanish, French, British and American rivalry for more than 300 years. Power and influence at this place changed hands often and many notable historical characters came this way. But in the end, it returned to a sleepy wilderness where visitors come to imagine its history.

This spot's long history is easier to understand if we can visualize the order of events, and a good way to do that is to build a timeline. Here is a list of some important events that happened from Mississippian times until Alabama statehood.

Suggestions for Timeline Activity: Each date and event goes on a 5x7 inch card. Put the "TIMES' cards on larger paper. Make a visible line with a crepe paper streamer or colored yarn. Since the timeline covers 819 years, if you allow 1/2 inch per year, the time line will be 34 feet long. Curve it around your classroom wall or put it in the hall. The first card (A.D. 1000) is at the beginning (left); statehood at the end (right end). Space the cards along the time line proportionally to their date. When the students have positioned the cards, research the events in history books and encyclopedias. Decorate the time line with scenes, people and events from student research.

A.D. 1000- 1600 **MISSISSIPPIAN TIMES**

A.D. 1200	**Construction of Indian Mound** by Mississippian Indians, large town at forks
around 1450	**Decline of Mississippian culture**, few people live here

1500-1699 **SPANISH TIMES**

September 1540	**Hernando de Soto crosses Coosa River** near here on way west to Battle of Maubila

1699-1763 **FRENCH COLONIAL TIMES**

1699	**Arrival of the French at Mobile Bay,** at Massacre Island [Dauphin Island]
1702	**French establish Mobile** on Alabama River at 27-Mile Bluff. [After flood, Mobile moves to present site on bay in 1712.]
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1798	**Mississippi Territory organized**. Includes Mississippi, all of Alabama west of Chattahootchee River and north of 31 latitude
1803	**Louisiana Purchase.** U.S. buys all lands drained by Mississippi River [American settlers push west, but most of Alabama still controlled by Creeks.]
1812	**Creek Civil War begins** between Red Sticks, who rejected cooperation with whites, and White Party that accepts ties to whites. [Collapse of deerskin trade, pressure from American government policy, land-hungry settlers, and Creek religious revival leads to Indian/Indian fighting in Creek Territory.]
1813	**Creek War begins**. Red sticks battle white settlers at Burnt Corn Creek and Ft. Mims.
1814	**End of Creek War.** Andrew Jackson defeats Creeks at Horseshoe Bend; builds Ft. Jackson. [Jackson also forces Treaty of Ft. Jackson, advances to Gulf Coast to face British threat, seizes Pensacola, defeats British at Battle of New Orleans January 7, 1815.]
1817	**Alabama Territory organized**. Capitol at St. Stephens. Alabama Land Office opens. [Settlers flock to Alabama to buy Indian land - "Alabama Fever".]
1819	**Alabama becomes 22nd state**. Capitol is located at Cahawba.

Fort Jackson Treaty activities

Have the students read the Fort Jackson Treaty either as a group or individually.

- ☐ Discuss with them the language in the treaty. What is a primary source document and what is a secondary source document? Have the students name several primary and secondary source documents that would deal with the treaty and describe why it is a primary or secondary source.

- ☐ Use the 3-2-1 discussion model
  - Have the class divide into four equal size groups. Each group tells the class 3 things that they learned from the document, 2 things they found interesting about the document and one thing they would like to know more about. Each group takes one of the other group's "want to know " questions and researches the answer. They then prepare a 15-minute presentation to the class to answer the "want to know "question posed by another group. Evaluation based on a complete answer and quality of the presentation.

- ☐ Guidelines for some written assignments.
  - Have the students pick one of the people who signed the treaty and research why they were sent to sign the treaty. Write up a brief statement and agree or disagree with the selection of that person.
  - Write a song or a poem that would describe the feelings of the Native Americans or the Americans after the treaty was signed.
  - Write a newspaper article the day after the treaty was signed for a locate newspaper. The students could write a newspaper report for a national paper or a foreign newspaper. What might someone write about the treaty on the centennial of the signing of the treaty?
  - Divide the class in half. One half of the students will be reporters (i.e. Barbara Walters) one half picks a signer of the treaty and researches the person and then is interviewed. Assessment is based on the questions asked by the reporter to get at the "real story" and what the treaty "really" is doing to the Native Americans and by the interviewee's answers how well do they really know that person and how they reacted to signing that document.
  - Write a one-act play based on the document. Have students write, edit, act, create costumes and design scenery. Invite other classes in to help with the production and then to the premier of the play. Assessment based on the quality of the presentation.

Edible Memories:
Meal Time for the Students

Native Americans and the settlers shared many things. One of the shared needs was to gather, hunt or grow food products. Have the students prepare a meal from the food products list below. They should be able to have a complete meal plan. We have included a simple corn dish recipe that could be made in class or the recipe could be taken home to try out. Bon Appétit.

Meats: Deer Bear (remember to save the fat for frying foods later) Turkey Pigeon Raccoon	Fish: Catfish Bass Perch Dried Mullet (trade item) Eel Drum
Bread: Corn or Flour can be used	Soups: Meat bouillon
Vegetables: Corn Squash Beans	Fruit: Peaches Wild Berries Apples (French brought and planted)
We will be serving the following for dinner tonight:	

Study Questions:

How did you prepare the meat or fish?
What types of pots were used in preparing the meal?
Who usually prepares the meals? Why?
How would you measure out the ingredients or would you?
How much time would it take to prepare a meal?
How were the recipes passed down to the next generation?

Recipe for Hominy Corn

1 quart (qt.) wood ashes
or
4 heaping tablespoons (tbsp.) powdered lime
4 quarts (qts.) water
2 quarts (qts.) dry corn kernels

Place the ashes and water in a crockery pot or crock.
Stir up good and boil for 30 minutes.
Keep stirring until the mixture stops bubbling.
Then strain through a cheesecloth or flour sack. If you use lime, just dissolve the powdered lime in the water. No need to strain it.
Now add the 2 qts. of corn kernels or as much corn as the water will cover. (Have an adult stand by to help with this step).
Cook until the hulls loosen from the kernels.
Take the corn off the fire (stove) and drain the liquid off (**ONLY** an adult should do this step **NOT** a child).
Wash the corn until all the hulls can be floated off the top and the ash or lime taste is gone.
Use a granite or enamel pot: never cook the corn in a metal pot.

Teacher Hint: Have the students read the recipe together and plan the meal. Buy prepared Hominy Corn (grits) mix to share with the students. As they eat the Hominy dish review the study questions.

The Environment: Take a Look Back

Goals:

The student will practice technical writing skills.

The student will practice mapping skills.

The student will apply basic math skills.

The student will understand the environment changes over a very short period of time.

The student will understand change over time.

Activity:

The environment is changing locally as well as globally. Some changes are more noticeable than others. You are a historian who has been assigned to report on how the environment has changed at Fort Toulouse/ Fort Jackson since William Bartram visited the site in 1776.

Before reporting your findings, take these steps:

- Walk the Bartram Arboretum nature trail at Fort Toulouse / Fort Jackson. Note any new changes, any additions to the open land areas.
- Refer to William Bartram written works, especially *Travels of William Bartram*, edited by Mark Van Doren, Dover Edition, 1928.
    - Interview the staff members or residents of the area to find out how the site has changed over time. Would they have any photographs that you might borrow that show how the community has changed?
- Visit the local historical society, library, community center, village or city hall and find and compile information on land changes, building changes and other relevant information

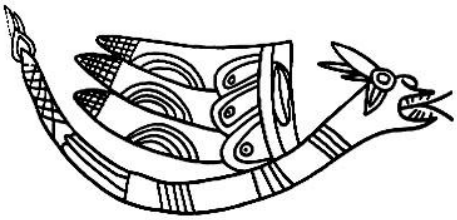
Project:

- Draw a map of the area when Bartram first visited to a scale of your choice. On the map include a key.
- Draw a map of the area on the day you visited, key it to the older map to show the changes from 1776 to 2009. Note the year when facilities were built or removed from the area.

Indian Art – Pottery Designs

Southeastern Native American pottery is excellent and is often decorated with elaborate designs. The pottery from Mississippian (the era of the mound at Ft. Toulouse) is particularly fine. The term Mississippian originated as a name for a distinctive ceramic tradition. We can enjoy Mississippian designs on our "pots" by decorating styrofoam cups, bowls and plates. You will need large styrofoam dinnerware, a black (or blue) medium-point ballpoint pen (experiment and find a pen that has plenty of ink flow and writes "dark"). Plan out a design by using the ones supplied with this activity sheet or by look at Sun *Circles and Human Hands* by Fundaburk and Foreman*. Select a design and practice it on paper before trying it on the selected dinnerware. Some of the designs are really complicated! Remember that the design should come out <u>even</u> when you get all the way around the cup. To do this you need to measure the dinnerware and the size of design and lengthen or shorten the design as needed.

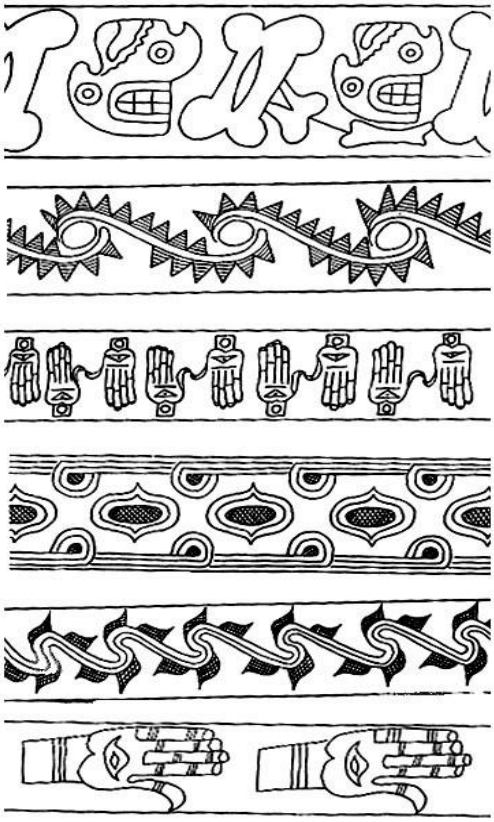
Cup design
Winged Snake



Example of decorated styrofoam cup

Winged Snake
Design for large plate

Border designs

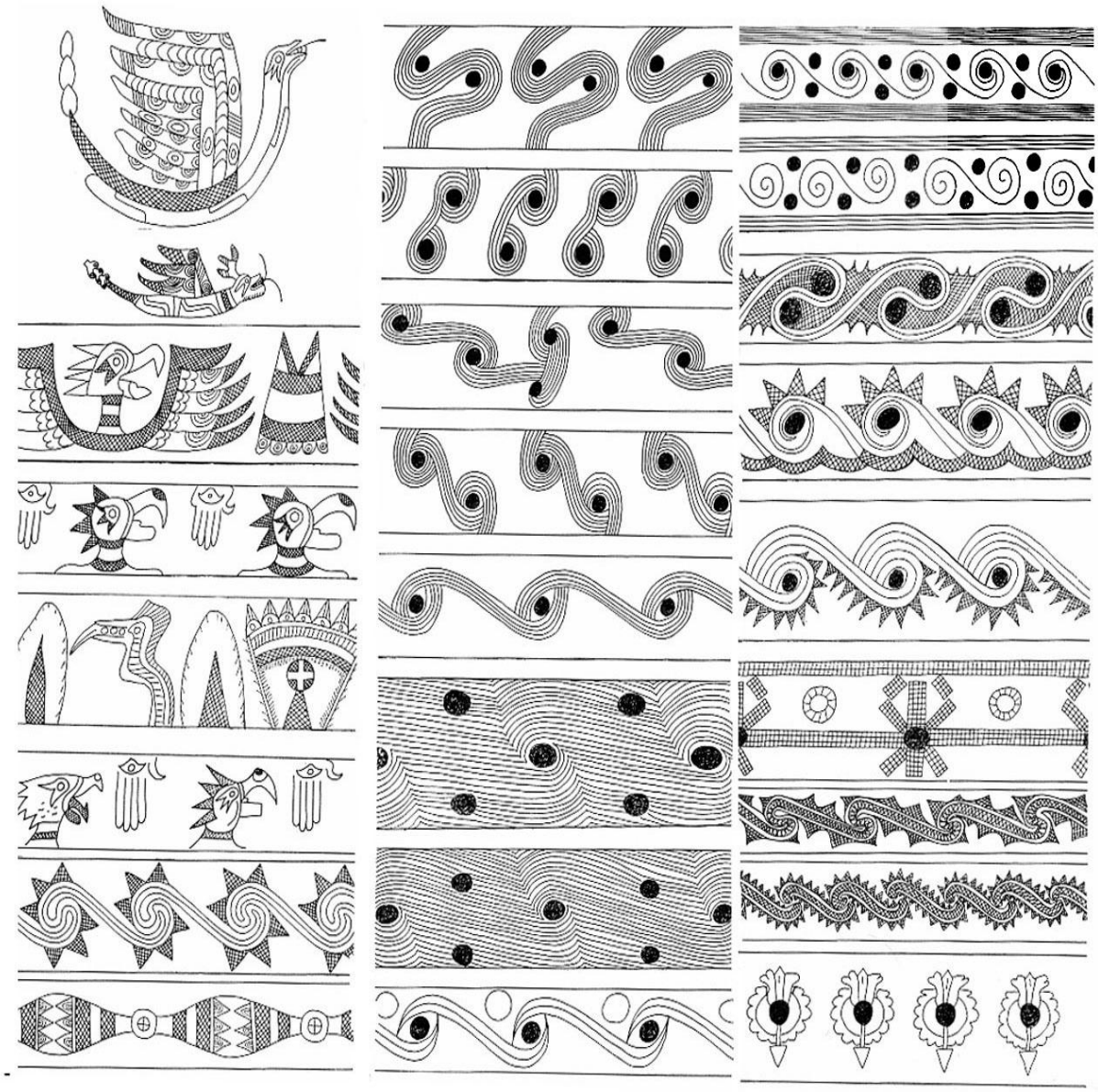


Winged Snake
Design for small plate
(Very complicated!)

More Snakes, Birds and border designs…

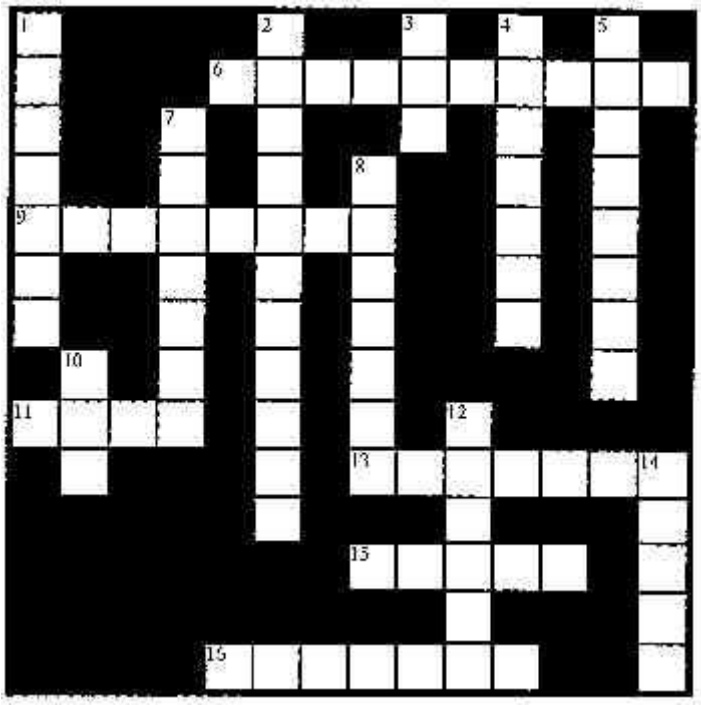
**Sun Circles and Human Hand*s* by Fundaburk, Lila and Mary D. Foreman. 1957.

Publication available at the Fort Toulouse/Fort Jackson Gift Shop and the Goat Hill Museum Shop, State Capitol Building



Post tour activity

Crossword Puzzle



Across

6. Those events that occurred before written record.

9. The systematic digging for artifacts.

11. Locations; any area of past human activity.

13. Ceremonial acts.

15. A thin piece of stone, bone or antler with sharp edges that was somehow removed from a larger piece of the object.

16. A vertical section of the soil from the surface down through all the levels on the pit wall at the dig.

Down

1. Where in time and space an artifact is found.

2. The study of past human culture through artifacts.

3. An area archaeologists will excavate to look for artifacts and features.

4. Area of human activity layered upon one another in the ground according to periods of time

5. Anything made or modified by humans.

7. A non-moveable artifact; an artifact that loses shape if moved; i.e. a fire hearth

8. Bird covering; sometimes used as a bird covering.

10. The square area archaeologists will excavate.

12. A device used to throw spears.

14. A weapon.

Teacher Key

Post Tour Activities

Crossword Puzzle

Test your knowledge of archaeology by solving the crossword puzzle.

Across

6. Those events that occurred before written record.--**prehistory**

9. The systematic digging for artifacts.--**excavate**

11. Locations; any area of past human activity.--**site**

13. Ceremonial acts.--**rituals**

15. A thin piece of stone, bone or antler with sharp edges that was somehow removed from a larger piece of the object.--**flake**

16. A vertical section of the soil from the surface down through all the levels on the pit wall at the dig.--**profile**

Down

1. Where in time and space an artifact is found.--**context**

2. The study of past human culture through artifacts.--**archaeology**

3. An area archaeologists will excavate to look for artifacts and features.--**dig**

4. Area of human activity layered upon one another in the ground according to periods of time--**stratum**

5. Anything made or modified by humans.--**artifact**

7. A non-moveable artifact; an artifact that loses shape if moved; i.e. a fire hearth--**feature**

8. Bird covering; sometimes used as a bird covering.--**feather**

10. The square area archaeologists will excavate.--**pit**

12. A device used to throw spears.--**atlatl**

14. A weapon.--**spear**

Native Americans

Pre Tour activity

Word Search Activity

A	E	A	Z	Z	H	V	L	Q	S	U	C	J	V	K
U	T	G	L	D	W	W	I	M	A	Q	R	W	M	T
N	A	G	N	I	T	N	U	H	X	W	U	A	P	E
W	W	Y	R	O	T	S	I	H	E	R	P	A	I	J
O	C	T	O	X	K	W	B	A	S	K	E	T	S	X
O	A	C	C	O	G	Q	T	P	C	R	A	L	I	H
D	W	R	G	N	I	H	S	I	F	J	Q	A	H	P
L	L	E	I	F	E	I	H	C	R	S	F	T	R	K
A	A	E	A	R	Y	P	M	D	O	O	L	L	W	R
N	Y	K	F	V	O	U	I	C	Y	V	S	K	V	Y
D	S	O	M	H	I	A	D	E	N	B	H	U	P	O
Z	R	E	E	D	L	N	W	F	P	A	Z	J	Y	R
D	Z	V	H	T	U	O	G	U	D	M	U	W	R	O
R	D	N	M	O	B	T	N	I	H	E	F	H	G	Y
I	F	B	M	B	Y	R	H	P	C	R	F	P	G	U

ATLATL	AWL	AXES
BASKETS	CHIEF	CORN
CREEK	DEER	DUGOUT
DYEING	FISHING	HUNTING
MOUND	MUSKOGEAN	PREHISTORY
SEHOY	SQUASH	WEATHERFORD
WEAVING	WOODLAND	

20 of 20 words were placed into the puzzle.

Teacher Key

Native Americans Solution

Selected Resource List

Natural Environment

Jackson, Harvey H. *Rivers of History: Life on the Coosa, Tallapoosa, Cahaba, and Alabama.* Tuscaloosa: Univ. of Alabama Press, 1995.

Native American

Axtell, James. *The Indians' New South: Cultural Change in the Colonial Southeast.* Baton Rouge: Louisiana University Press, 1997.

Dye, David H. and Cheryl Ann Cox. *Towns and Temples Along the Mississippi*. Tuscaloosa: Univ. of Alabama Press, 1990.

Walthall, John A. *Prehistoric Indians of the Southeast: Archaeology of Alabama and the Middle South*. Tuscaloosa: Univ. of Alabama Press, 1980.

Winn, William W. *The Old Beloved Path: Daily Life Among the Indians of the Chattahoochee River Valley.* Eufaula, Alabama: Historic Chattahoochee Commission, 1992.

William Bartram:

Harper, Francis, ed., *The Travels of William Bartram Naturalist Edition*. Georgia: Univ. of Georgia Press, 1998.

Waselkov, Gregory A. and Kathryn E. Holland Braund, eds., *William Bartram on the Southeastern Indians*. Univ. of Nebraska Press, 1995

Colonial/Frontier Alabama

Grant, C. L., ed. *Letters, Journals, and Writings of Benjamin Hawkins*. Savannah: Beehive Press, 1980.

Halbert, Henry S. and T.H. Ball. *The Creek War of 1813 and 1815.* Edited by Frank L. Owsley, Jr. Tuscaloosa: Univ. of Alabama Press, 1995.

Thomas, Daniel. *Fort Toulouse: The French Outpost at the Alabamas on the Coosa.* Tuscaloosa: Univ. of Alabama Press, 1989 [reprint of 1960 ed.].

Event Evaluation
for
Fort Toulouse / Fort Jackson Historical Site

1. If you had learning objectives for the event were they achieved? ❒ yes ❒ no

2. Please rate the following areas:
   a. Pre tour materials ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   b. Ease of making a reservation for your students ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   c. Map of Fort Toulouse and Fort Jackson ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   d. Using the event brochure to plan your day at Frontier Days ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   e. How did the reenactors relate to the students ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   f. Traders Row ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   g. Ask an Archaeologist and exhibit area ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   h. Entertainers ❒ Poor ❒ Fair ❒ Good ❒ Excellent Which one did the students enjoy the most and why?

      _____

   i. The information/lost and found station (if used) ❒ Good ❒ Excellent
   j. Visitors Center and items for purchase ❒ Poor ❒ Fair ❒ Good ❒ Excellent
   k. Were the students engaged by the reenactors ❒ yes ❒ no
   l. If students had questions were they addressed quickly and with the correct information? ❒ yes ❒ no
      1. If no, would you please comment on what happened.

      _____

      _____

3. Educational goals:
   a. What areas in the Alabama Course of Study did the Frontier Days address? _____

      _____

   b. What areas would you like to see expand on? _____

      _____

4. Comments:
   a. Please share with us any comments made by the students or the chaperones.