

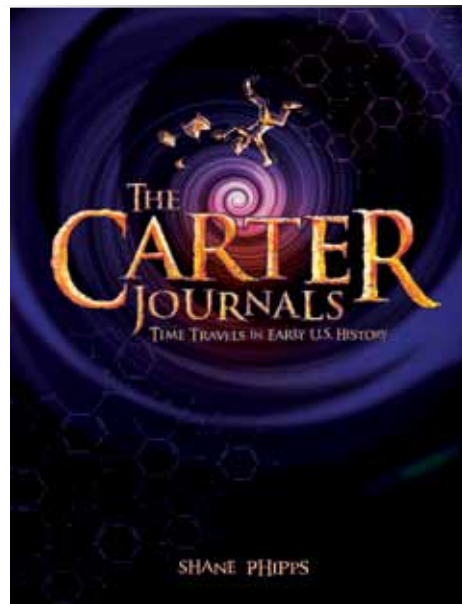
TEACHER RESOURCE

by Shane Phipps

for the Indiana Historical Society Press publication

The Carter Journals Time Travels in Early U.S. History

by Shane Phipps



INDIANA HISTORICAL SOCIETY

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Overview/Description

The Carter Journals: Time Travels in Early U.S. History (Indianapolis: Indiana Historical Society Press, 2014) is a book written by Shane Phipps, an Indianapolis-area eighth-grade U.S. history teacher. The book combines fantasy and adventure with historical fiction and follows the timeline of Indiana's eighth-grade academic standards for U.S. history. The story traces the adventures of Cody Carter, an Indianapolis youth who travels back in time, as he assumes the persona of several of his teenage ancestors. Along the way he gains a deeper understanding of the connections he has to American history.

Each of the journals described in the book provides a new experience for Carter. In coastal North Carolina, he is told about a family encounter with Blackbeard, the infamous pirate; in frontier North Carolina he encounters a young Daniel Boone; in the state of Franklin, in present-day east Tennessee, Carter runs into an older Daniel Boone and helps frontiersman John Sevier protect a fort from Indian attack. At Vincennes, Indiana, Carter meets William Henry Harrison and secretly befriends a young Shawnee boy living at Prophetstown; at Metamora, Indiana, he works on the Whitewater Canal and helps a runaway slave. In the final adventure Carter joins the fight against Morgan's Raiders at Corydon, Indiana, during the Civil War.

Grade Level

Fourth through eighth grade

Academic Standards

- Indiana Standards
 - Fourth grade: American Indians and the Arrival of Europeans to 1770 (4.1.1); The American Revolution and the Indiana Territory: 1770s to 1816 (4.1.3); Statehood: 1816 to 1851 (4.1.6); The Civil War Era and Later Development: 1850 to 1900 (4.1.8)

- Eighth grade: The American Revolution and Founding of the United States (8.1.1, 8.1.3, and 8.1.9); National Expansion and Reform (8.1.13, 8.1.15, 8.1.18, 8.1.19, 8.1.20, and 8.1.21); The Civil War and Reconstruction Period: 1850 to 1877 (8.1.24); Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Recognize Historical Perspective (8.1.28)

Historical Concepts

Colonial life, frontier exploration and settlement, United States government, Indian conflicts, Indiana Territory, the Battle of Tippecanoe, the canal era, the Underground Railroad, slavery, Morgan's Raiders, and the Battle of Corydon

Instructional Objective

Depending on the activities selected, students will:

- Create and develop a fictional character and journal.
- Produce timelines of local, regional, national, and world events.
- Create a travel guide.
- Research the lives of notable frontiersmen.
- Analyze the positive and negative aspects of American frontier settlement.
- Create a map of the United States as it might have looked if its lost states and colonies had been successfully established.
- Create a proposal for a national monument honoring Tecumseh in Washington, D.C.
- Create a plan for an Underground Railroad route based on the present-day geography of the students' hometowns.
- Create a presentation about the five senses (sight, sound, smell, taste, and touch) that soldiers might use and what they might experience in battle.

Time Required

Multiple class periods. Refer to specific activities for details and adapt for individual student needs.

Materials Required

- For all activities:
 - Student copies of *The Carter Journals: Time Travels in Early U.S. History* by Shane Phipps
- Refer to a specific activity for a list of additional materials.

Book Synopsis

The Carter Journals was written as a companion to support eighth-grade U.S. history curriculum. When Cody Carter, the story's main character, reads the journals of his teenage ancestors, he is magically transported into the body of one of his ancestors. Carter experiences history from a unique perspective as he travels through time and becomes better connected to American history through his ancestors' adventures.

The first journal takes place in 1730 in the Outer Banks of North Carolina, where Carter gets a feel for what life was like for a colonial teenager. Carter goes on a deer hunt, hears the story of meeting Blackbeard the pirate, and experiences firsthand a gut-wrenching story of family loss during the Tuscarora Indian War.

In the second journal, Carter inhabits the body of another ancestor, but this time he is farther west on the North Carolina frontier. It is 1757 and Carter meets his neighbors, a young Daniel Boone and his wife Rebecca. Carter goes into the Blue Ridge Mountains with Boone, who later opens the west to further settlement.

As Carter reads the third journal, he finds himself in 1775 at Fort Watauga in the Washington District of North Carolina, a part of present-day Tennessee. Talk of a revolution for independence is coming from the East, but a more pressing concern on the frontier is the constant fear of Indian attacks.

The area's natives object to the growing number of white settlers coming over the mountains.

The fourth journal takes place thirteen years later, in 1788, but remains in the same area. Carter encounters more trouble as the residents of the Watauga area split from North Carolina to form a new state called Franklin. Carter experiences the additional stress of inhabiting the form of a female ancestor.

Carter finds himself in Indiana Territory in 1811 for the fifth journal. At Vincennes he meets William Henry Harrison during the peak of a conflict between white settlers and the Shawnee, who are led by Tecumseh and his brother, The Prophet. Carter deals with heartbreak and tragedy after befriending a young Shawnee boy and witnesses the aftermath of the Battle of Tippecanoe.

More challenges and a love interest await Carter in the sixth journal, set in 1846 in the canal town of Metamora, Indiana. Carter helps operate the lock on the Whitewater Canal. He falls for a new girl in town, the daughter of a conductor on the Underground Railroad. She convinces him to help a runaway slave escape capture.

The last journal takes place in 1863 in Corydon, Indiana, where Carter experiences a Civil War battle against Morgan's Raiders. The teen learns that there is more to battlefield combat than what they show in movies.

Carter's outlook matures from these experiences. Through his journeys he learns that we are deeply connected to history. Carter also finds that there is more to learn and experience when we take the time to explore it.

Instructional Plan

Introduction

The Carter Journals can be read all at once or in sections to coordinate with curriculum content. The first three activities in this guide, on pages three through six, function as whole-book activities. They follow the chronological sequence

of the book and are best implemented throughout the year to complement related units of study.

Suggested activities for each of the book's seven journals are described on pages six through twelve of this guide. They are intended to accompany readings of the individual journals and enhance student learning.

Assessments

- Prelesson Assessment
 - Have students complete an assessment to determine their prior knowledge of key events with an emphasis on Indiana history.
- Midpoint Progress Assessment
 - Have students complete an assessment to gauge their learning. Compare these results with the prelesson assessment.
 - Depending on the activities selected, meet with students individually or in small groups to assess their progress in completing the assignments.
- Final Assessment and Portfolio Reviews
 - Repeat the prelesson assessment, but vary the terms so that it is not identical to the original.
 - Depending on the activities selected, students will have a variety of materials to include in individual and group portfolios for final assessment.

Resources

- Web-based Presentation Tools
 - Glogster—Site registration is required. <http://edu.glogster.com/>. Accessed 6/30/2014.
- Web-based Timeline Tools
 - Dipity —Site registration is required. <http://www.dipity.com/>. Accessed 6/30/2014.

- Timetoast —Site registration is required. <http://www.timetoast.com/>. Accessed 6/30/2014.

- Family History Resources
 - Ancestry.com—This is a subscription-based service; access may be available through local public libraries.

General Activities

ACTIVITY 1: CREATE YOUR OWN CHARACTER AND JOURNALS

Essential Question

How am I connected to history?

Objective

Students will increase their personal connection to history by creating and developing a fictional character, inserting the character in historical events, and chronicling the fictional story in a journal entry.

Skills

- Research family history or the history of a historical figure.
- Develop a research-based fictional character.
- Create a story that uses a journal entry format to synthesize historical events and describe fictionalized situations that might occur.

Time Required

This activity would be revisited and modified during the year as time allows.

Materials Required

- Copies of *The Carter Journals*
- Internet access to historical databases for character and/or family history research. Refer to the Reference section, above, for suggestions.

- Notebook paper to record journal entries for the entire year and a pen or pencil, or, access to a computer, a word processing application or software, and file storage for each student to write and submit digital journal entries.
- Textbooks and other resources related to the topic. Refer to the Selected Bibliography of *The Carter Journals* for suggestions.

Overview

Students may research their own family history or a notable person's family history. The research will be used to develop a teenaged character which students will use for the remainder of the year as they write journal entries from the character's perspective. The goal is to encourage students to use empathy and feeling to make a meaningful connection to history. Student journal entries may be based on the style used in *The Carter Journals*; however, they may cover different historical events, as assigned.

Procedure

- Allow students to choose whether they want to create a character based on research of their own family or a notable person's family history.
- Provide students with access to materials that offer an understanding of a potential character's perspective or world view.
 - Ask students to consider how their character might feel about experiencing a particular event.
 - The fictional character does not need to view events the same way as the student. Encourage students to be creative and consider different points of view.
- Spend the first few days working on character development. (Collaboration with language arts teachers would be beneficial.) Ask students to establish the following information:
 - Region where their character lives and any bias it might create
 - Ethnic background of their character and how it might affect the character's world view
 - Social and economic status of their character and how it affects the character
- When the character development is completed, assign journal entries for topics discussed in class.
 - Encourage students to involve their character in situations that might occur and write a journal entry describing it from their character's point of view using their character's voice.
- Repeat this activity throughout the year as frequently as appropriate. Based on student needs, the teacher may find it useful to differentiate the lesson by assigning additional journal entries for some students or taking additional time to rewrite or edit existing entries with students who are struggling.
- Each student will have a series of journal entries to submit for assessment during the course of the year. Students may combine their journal entries to create a book using *The Carter Journals* as a model.

ACTIVITY 2: TIMELINES

Essential Question

When history is happening at one place in time, what is happening elsewhere?

Objective

Students will produce three parallel timelines to deepen their understanding of the interconnected nature of local, regional, national, and world history.

Skills

- Research major regional, national, and world events.
- Design and create parallel timelines based on student research.

Time Required

Three to five class periods as one block of time near the end of the year as a review or in segments throughout the year.

Materials Required

- Copies of *The Carter Journals*
- Local, national, and world history resources in print or digital media format
- Large poster boards, markers or colored pencils, and straight edges, or, Internet access to digital timeline applications. Refer to the Resources section on page three of this guide for suggestions.

Overview

Students should read *The Carter Journals* with the understanding that many of the events it describes may have been omitted from textbooks due to limited space.

In this activity students will develop three timelines. The first timeline will include events from *The Carter Journals* that occurred between 1730 and 1865. The second timeline will cover the same timeframe, but it will include major historical events described in student textbooks. The third timeline will cover the same timeframe, but it will focus on events in other parts of the world.

Procedure

- Working individually or in small groups, give students a large poster board and a long straight edge (a yardstick or meterstick will do), or, provide Internet access to digital timeline applications or software.

- Ask students to carefully and equally space three timelines along the length of the posterboard, or, set up three timelines using a digital format.
- Label the first timeline “The Carter Journals,” the second one “U.S. History Textbook,” and the third one “World Events.”
 - Each timeline will begin in 1730 and end in 1865. As needed, assist students with setting the proper spacing between the years on their timelines.
- After reading *The Carter Journals*, have students complete the first timeline for the book. There should be at least seven events on this timeline, but encourage students to add more if they can.
- When the first timeline is complete, have students use their textbooks to add at least ten major events on the second timeline that took place around the same time as the events listed on their first timeline.
- After students complete the second timeline, have them search supplementary texts or use Internet research to complete the third timeline by adding ten world history events that took place on or around the same years as the first two timelines.
- When the three timelines have been completed, conduct a group discussion to compare and contrast entries on the timelines.

ACTIVITY 3: TRAVEL GUIDE

Essential Question

What should I know about the places I visit?

Objective

Students will improve their knowledge of historical places by researching and creating a regional travel guide.

Skills

- Cooperative learning through division of tasks in a group project
- Researching historic, geographic, and socio-economic data about different regions
- Designing and creating informational material

Time Required

At least one week

Materials Required

- Copies of *The Carter Journals*
- Computers with Internet access for research and data collection
- A suggested list of websites for researching historical, geographical, and socio-economic data.
 - Regions covered in *The Carter Journals* include: Beaufort, North Carolina; Winston-Salem, North Carolina; Boone/Blowing Rock, North Carolina; Tri-Cities, Tennessee (Bristol, Kingsport, and Johnson City); Vincennes, Indiana; Metamora/Brookville, Indiana; and Corydon, Indiana.

Overview

After reading *The Carter Journals*, have students work in small groups to create a travel guide for the regions described in the book. Each student will be responsible for at least one category of research described below, in the procedures section. Completed booklets should include geographic information about each area of the book, its history, socio-economic data (i.e., census information), and modern-day attractions.

Procedure

- Divide students into groups of three or four.
 - Assign each group member with two jobs from the following list:
 - Historian—researches history of the area
 - Geographer/cartographer—researches geography and creates a map
 - Socio-economic data collector—gathers census information on population, ethnic diversity, employment/labor data, wages/earnings, real estate/home prices, etc.
 - Modern attractions agent—compiles information about things to do for entertainment in the region
 - Image finder—responsible for gathering the images for the booklet
 - Designer—creates layout of the booklet
 - Editor—responsible for editing decisions
 - Printer/binder—responsible for checking the booklet's font, margins, and general layout, and putting booklet together
- Students will do research individually for the first day or two. As a group they will compile the research and decide how to put it together. Encourage them to be creative. Show samples of regional travel brochures.
 - Students are responsible for their jobs on the project as well as helping and cooperating with other group members to complete the booklet.

Individual Journal Activities

JOURNAL OF EDWARD CARTER, 1730: PIRATES, THEN AND NOW

Essential Questions

What were pirates really like? Do they still exist?

Objective

Students will create a graphic organizer to show the history of pirates and their impact on trade.

Skills

- Research
- Cooperative learning
- Comparing and contrasting information

Time Required

Two to three class periods

Materials Required

- Copies of *The Carter Journals*
- Internet access and a list of websites to research Blackbeard, other pirates from history, and modern-day pirates
- Poster board and markers, or digital presentation applications or software. Refer to the Resources section on page three of this guide for suggestions.

Overview

After reading chapter one of *The Carter Journals* students will work in pairs to research information on Blackbeard, at least one other pirate from history, and modern-day pirate activity. Students will create a graphic organizer to compare and contrast historical pirates with modern pirates.

Procedure

- Divide students into pairs.
- Give each pair a list of websites to research. Include information related to Blackbeard and at least one other pirate from history.
 - Research should focus on the pirates' criminal activities and the public's perception of them in their own time and today.
- Have students research modern-day pirate activity and compile similar information to that gathered for the pirates from history.

- Ask students to use poster board and markers, or a digital format, to create a graphic organizer that compares and contrasts Blackbeard and other pirates from history to modern-day pirates.

JOURNAL OF ETHAN CARTER, 1757: FRONTIER SUPERHEROES

Essential Question

How were the first American settlers on the frontier able to survive in the wilderness?

Objective

Students will research famous frontiersmen and create a display to illustrate their achievements.

Skills

- Research biographical sources
- Design and create visual displays of student research

Time Required

Three to four class periods

Materials Required

- Copies of *The Carter Journals*
- Access to the Internet and a list of websites and texts with information on the frontier in colonial times, Daniel Boone, Simon Kenton, or other famous frontiersmen of the era
- Poster board, markers, and other art supplies, or digital presentation applications or software. Refer to the References section on page three for suggestions.

Overview

After reading Ethan Carter's journal in chapters three through five of *The Carter Journals*, students will conduct research on Daniel Boone and, if possible, his contemporary and friend, Simon Kenton, and other frontiersmen. Students will locate accounts of the heroic efforts made by these

men who assisted settlers in the wilderness of the Tennessee and Ohio River Valleys. Students will feature one of these superheroes in a display to document their learning.

Procedure

- Have students spend two days researching Daniel Boone, Simon Kenton, and other frontier leaders.
- Have students select a frontier leader to use as a model for a superhero character.
- Have students create a display featuring their superhero.
 - Give students the option of creating a poster-style display (similar to a movie poster) by hand or using a digital application or software.

JOURNAL OF LANDON CARTER, 1775: THE DISPLACED AND FORGOTTEN

Essential Question

Will it ever be possible to justify what happened to Native Americans in U.S. history?

Objective

Students will analyze and interpret whether the settlement of frontier America and the resulting displacement of Native Americans was a necessary event in the building of a great nation, a horrible tragedy, or something in between the two. Students will consider the question, “Does the end justify the means?”

Skills

- Researching and evaluating historical events
- Arguing and defending opinions based on analysis of the evidence

Time Required

Three to five class periods

Materials Required

- Copies of *The Carter Journals*
- Access to the Internet and a list of websites and texts that document America’s westward expansion and the displacement of Native Americans

Overview

After reading chapters six through eight of *The Carter Journals*, students will be challenged to consider westward expansion and frontier settlement, conflicts between white settlers and Native Americans, and displacement of Native Americans. Students will research historical events and write a persuasive essay to answer the essential question.

This activity is also appropriate after reading the journal of Martin Carter in chapters eleven through thirteen of *The Carter Journals*.

Procedure

- Spend two days researching the pattern of westward settlement and Indian removal.
- After the research is complete, conduct a group discussion about the need to view this topic from a modern viewpoint as citizens of a nation that allows many rights and freedoms. Share and discuss the price of American freedoms and their affects on groups of people.
- Consider the historical events from the perspectives of white settlers and Native Americans. Discuss the impact of these events on the nation.
- Have students write a persuasive essay to answer the essential question.

JOURNAL OF ANNABELLE CARTER, 1788: WHAT MIGHT HAVE BEEN...THE UNITED (AND LOST) STATES OF AMERICA

Essential Questions

What are “lost states”? What might a map of the United States look like if they had been successful?

Objective

Students will create a revised map of the United States as it might look today if the lost states had succeeded.

Skills

- Researching historical events
- Creating maps
- Cooperative learning

Time Required

Three to four class periods

Materials Required

- Copies of *The Carter Journals*
- Access to the Internet and a list of websites and texts to research the failed attempts at creating new states or colonies within the United States
- A list of a few of the lost states or colonies to assist with student research
- Poster board and art supplies or digital presentation applications or software

Overview

Students will work in groups of two or three to research failed attempts at creating new states in the United States. Two of these are referenced in *The Carter Journals*: Franklin (now eastern Tennessee) and

Transylvania (covering much of present-day Kentucky). Students will gather information about the lost states and colonies to create a map of what the United States might look like today if these attempts had succeeded.

Procedure

- Divide students into groups of two or three and assign the following roles:
 - Cartographer—responsible for leading the group in making the map
 - Research coordinator—responsible for finding sources and citing sources
 - Data collector—responsible for documenting and organizing the data
- Spend two days researching the lost states and colonies. All students should help with the research; however, the research coordinators and data collectors are responsible for documenting the information for their groups.
- Spend two days creating the maps. Students will need to place the lost states among the existing states and label everything clearly.

JOURNAL OF MARTIN CARTER, 1811: DESIGN A TECUMSEH MEMORIAL FOR WASHINGTON, D.C.

Essential Question

Does Tecumseh deserve a memorial in our nation’s capital?

Objective

Students will work together to develop a proposal for establishing a Tecumseh memorial in Washington, D.C.

Skills

- Problem solving and planning
- Cooperative learning
- Civic awareness
- Three-dimensional design

Time Required

One to two weeks

Materials Required

- Copies of *The Carter Journals*
- Internet access and a list of websites and texts related to Tecumseh and information about the major memorials in Washington, D.C.
- Art and crafts supplies such as modeling clay, building blocks, or other materials that might be used to create scale models of the proposed monuments

Overview

After reading chapters eleven through thirteen of *The Carter Journals*, students will conduct additional research on Tecumseh to learn about his leadership abilities. Students also will research what is required to erect a national monument. Working in groups of two or three, students will propose, justify, and design a national monument to honor Tecumseh. (Optional: Teachers may want to contact their congressional representatives to discuss the project and gauge their interest in participating in the project, providing advice, and allowing students to present exemplary proposals for consideration.)

Procedure

- Divide students into groups of two or three and assign them the following roles:
 - Tecumseh research coordinator
 - Monument research coordinator
 - Proposal coordinator

- Students will spend the first couple of days gathering information about Tecumseh and the process of creating national monuments in Washington, D.C.
- After gathering and organizing research, students should draft a proposal for a national monument honoring Tecumseh in Washington, D.C. (If available, provide samples of similar proposals.)
- After completing a draft of their proposal, students should plan, design, and create a scale model of the proposed monument.
- Optional: Arrange for students to contact their congressional representatives and investigate how an outstanding proposal could be submitted for review and feedback.

JOURNAL OF DAVID CARTER, 1846: CREATE YOUR OWN UNDERGROUND RAILROAD PLAN AND ROUTE

Essential Question

How much planning went into helping slaves escape on the Underground Railroad?

Objective

Students will investigate the Underground Railroad and create a plan for establishing an escape route based on a present-day map of their town or neighborhood.

Skills

- Researching historical events
- Problem solving
- Mapping

Time Required

Three to five class periods

Materials Required

- Copies of *The Carter Journals*
- Internet access and a list of websites and texts for researching the Underground Railroad's methods and plans
- Internet access to Google Earth or another map host to access maps of the students' hometown and neighborhoods
- Graph paper and pencils
- Teacher-written scenario or rubric that explains the requirements for the mapping tasks

Overview

After reading chapters fourteen through sixteen of *The Carter Journals*, students will research the methods and plans the Underground Railroad conductors used for their routes. Students will be asked to plan, map, and provide a written description of a route across their own hometown that someone could follow without being detected.

Procedure

- The first day would be spent researching the different methods conductors on the Underground Railroad used to hide runaway slaves and the plans they devised to move them from station to station along the routes.
- Provide students with a scenario explaining that they will be creating a plan to help someone move from one part of their town to another without being detected.
- Working in groups or individually, ask students to plan a potential escape route based on maps and the students' knowledge of their hometowns that includes at least three stations, or stops, along the way.
- Have students use graph paper and pencils to create a map of the proposed route.

- Ask students to submit their map and a written description explaining the details of the route for assessment.

JOURNAL OF ANDREW CARTER, 1863: THE FIVE SENSES OF BATTLE CREATIVE ESSAY

Essential Question

What do soldiers experience in battle?

Objective

Students will use their imagination and empathy to write a descriptive essay detailing the sensations soldiers might experience in battle.

Skills

- Research of historical events
- Creative writing

Time Required

Two to three class periods

Materials Required

- Copies of *The Carter Journals*
- Film clips of battlefield experiences. (Depending on the graphic material that some of films may contain, it is recommended that teachers provide a written explanation to parents/guardians in advance and obtain written permission for students to view them, if necessary.)
- Descriptive excerpts from soldiers' battlefield journals to be read aloud. (Teachers might want to consider adding images, sounds, or scents to simulate a battlefield scene during the reading.)
- Option: Invite a guest speaker who is a military veteran or re-enactor to describe battlefield experiences.

Overview

After reading chapters seventeen and eighteen of *The Carter Journals*, students will consider the battlefield experiences of American military personnel. Students will be asked to think and write about the topic using all five of their senses and imagine the sights, sounds, smells, tastes, and feelings that might be experienced in a military battle.

Procedure

- Ask students if they had ever thought about this aspect of a battlefield experience.
- As a group, discuss Andrew Carter's experiences during the Battle of Corydon. Consider how he used his five senses.
- View film excerpts that show soldiers experiencing battle with their senses. Discuss the scenes.
- Read aloud an excerpt from a battlefield journal.
- Ask students to write a descriptive essay about the five senses a soldier might use during a battle. Have students submit their essays for assessment.
- Option: Invite a guest speaker to share battlefield experiences.
- Option: Conclude the activity by asking students to write a letter to an active duty soldier describing what they have been learning in class and thanking them for their service.