

**Standards Addressed:**

5.36 Identify the year Tennessee became a state, its first governor, and the original capital. (G, H, P, T)

5.35 Describe the steps that Tennessee took to become a state (i.e., population requirement, vote by the citizens, creation of a state constitution, and Congressional approval). (G, H, P, T, TCA)

5.34 Locate the Territory South of the River Ohio (i.e., Southwest Territory), identify its leaders, and explain how it was the first step to Tennessee's statehood. (G, H, P, T)

8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) G, H, P, T, TCA

TN.10 Analyze the effects of land speculation on settlement in the Territory South of the River Ohio (i.e., the Southwest Territory). E, G, H, T

TN.11 Analyze the conflicts between early Tennessee settlers and American Indians. E, G, H, T

TN.12 Describe the events and trace the process of Tennessee achieving statehood in 1796. H, P, T

**Essential Question:** What was William Blount's role in Tennessee becoming a state?

The teacher will begin the class by displaying a portrait of William Blount (the teacher should not disclose to students who the subject of the portrait is. The teacher will ask students what they physically see in the portrait. Then, the teacher will ask what they think about the portrait (e.g., do the students think the man is important, do they think he is trustworthy, etc.). Now, the teacher will ask if anyone knows who the person in the portrait is? The teacher may allow students to guess, but if no one knows, the teacher should inform the students that the man in the portrait is named William Blount. The teacher should ask if anyone has heard of William Blount, and if so, in what context? The teacher should allow students to guess, but then should tell students that they will learn today who he was and why he was important to Tennessee.

The teacher will now present the following fictional scenario to the class: The Blount Mansion Association, the organization that operates the home and museum where Governor William Blount once lived, is interested in having a statue of the leader erected on the grounds of the home. But, statues are expensive, and the association is trying to convince donors to provide the funds to pay for the statue. The association must provide information to the donors about William Blount and his importance to Tennessee in order to convince them to provide the money. The Blount Mansion Association has hired you to help them with this task.

Now, the teacher will direct students to the URL associated with a [Thinglink](#) of the Blount Mansion, William Blount's home in Knoxville, Tennessee. The teacher should also provide each student with a copy of the William Blount Analysis Sheet. Students should work in pairs to examine the information in the Thinglink and record their findings on the Analysis Sheet. The teacher should model how students are to complete the activity.

As partners finish their analysis, they should begin synthesizing the information into a coherent argument that the Blount Mansion Association can use to promote its cause. They can do this by turning to the back of the Analysis Sheet and using the exercises printed there.

The teacher should advise partners that they should focus their argument into a one minute “elevator pitch”. In other words, they need to use the most powerful information that is presented in a concise manner to convince donors to provide money for a statue of William Blount. Also, partners should be reminded that their pitches must focus on Blount and his connections to Tennessee statehood.

**Extension Activity:**

Students could use the virtual tour available through the Blount Mansion ([link](#)) to further explore the house and grounds of William Blount’s Knoxville home. Students could use the design and aesthetics of the house and grounds as inspiration for their own design of a statue of William Blount. They could also design their own personal docent tour based on the rooms, items, and information they found most interesting.

## References

- 16th State. (n.d.). Retrieved December 20, 2019, from [http://www.tn4me.org/article.cfm/era\\_id/3/major\\_id/26/minor\\_id/83/a\\_id/267](http://www.tn4me.org/article.cfm/era_id/3/major_id/26/minor_id/83/a_id/267).
- A new & general map of the Southern Dominions belonging to the United States of America. (1794). Retrieved December 20, 2019, from <http://www.digitalhistory.uh.edu/maps/maps.cfm>.
- An Act for the Enumeration of the Inhabitants of the Territory of the United States of America South of the River Ohio., An Act for the Enumeration of the Inhabitants of the Territory of the United States of America South of the River Ohio. (1795). Knoxville.
- Blount, W. (1791). Letter from William Blount to Thomas Jefferson. *Letter from William Blount to Thomas Jefferson*.
- Blount Mansion Association. (n.d.). Retrieved December 20, 2019, from <http://www.blountmansion.org/history/history.html>.
- Land & Indians. (n.d.). Retrieved December 20, 2019, from [http://www.tn4me.org/article.cfm/a\\_id/263/minor\\_id/82/major\\_id/26/era\\_id/3](http://www.tn4me.org/article.cfm/a_id/263/minor_id/82/major_id/26/era_id/3).
- Masterson, W. H. (1954). *William Blount*. Louisiana State University Press.
- Reid, J. (1795) A map of the Tennessee government, formerly part of North Carolina. [S.l.] [Map] Retrieved from the Library of Congress, <https://www.loc.gov/item/99446175/>.
- Rocky Mount-Tennessee Crossroads*. (n.d.). Retrieved from <https://youtu.be/rJ2kuDCXJaQ>
- William Blount. (n.d.). Retrieved December 20, 2019, from <https://teachingamericanhistory.org/static/convention/delegates/blount.html>.
- Yale Law School. (n.d.). The Avalon Project-Treaty with the Cherokee, 1791. Retrieved December 20, 2019, from [https://avalon.law.yale.edu/18th\\_century/chr1791.asp](https://avalon.law.yale.edu/18th_century/chr1791.asp).

### William Blount Analysis Sheet

Collect information in the boxes below from the Thinglink. As you do, continuously think about how William Blount is connected to each of the topics.

<b>Topic</b>	<b>What was it and what did it have to do with Tennessee?</b>	<b>Was it controversial? What evidence do you have?</b>	<b>What was Blount's connection to land speculation?</b>
<b>Land Speculation</b>			
	<b>Why was there conflict?</b>	<b>Who was to blame? Settlers or Native Americans? What evidence do you have?</b>	<b>What was Blount's connection to conflicts between early Tennessee settlers and Native Americans?</b>
<b>Conflicts Between Early Tennessee Settlers and Native Americans</b>			
	<b>What important events led to Tennessee statehood?</b>	<b>Was achieving statehood difficult? What evidence do you have?</b>	<b>What was Blount's connection to Tennessee statehood?</b>
<b>Tennessee Statehood</b>			

**Most Important Things about William Blount and Tennessee Statehood**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Your One-Minute Elevator Pitch About William Blount and Tennessee Statehood**

Use complete sentences, and you should have a clear beginning, middle, and conclusion to your pitch.

---

---

---

---

---

---

---

---

---

---

---