



Clover Bottom General Store

Thematic Unit

Introduction

Life in the 1800s was very different when compared to today's standards. Andrew Jackson was orphaned when he was 14 and had to find a way to survive by himself. In the 1790s he opened his own general store and became a real estate speculator to take advantage of the new land being settled. Jackson had a large client base with the settlers moving west to Nashville when selling his goods – items that will be used to illustrate math situations and counting change. This lesson is intended for 3rd-6th grades in order to teach students how to solve word problems. Combining the history of Tennessee with Andrew Jackson's life and times into a fun math lesson will help students learn more about history and math processes.

Objectives

- A. Present a way in which numbers represent value of items, number systems, and their relationships to one another.
- B. Be able to make reasonable estimates when solving math problems.
- C. Study how everyday items in the 1800s were bought and sold.
- D. Discuss the history of how Andrew Jackson's general store came to be a part of Nashville history.

Background

By the age of 25, Andrew Jackson had already become a lawyer and a public prosecutor in North Carolina and Tennessee. Since much of the new territory was still unsettled, Jackson was able to acquire good land while helping to settle land issues between new

settlers. He sold much of that land to fellow settlers and by the time he was 30, Jackson was an experienced real estate speculator. Along with being the state's prosecutor, he tried his luck in business. In 1802, long before Jackson was elected president of the United States, he owned a racetrack and general store with John Hutchings and his wife's nephew, Thomas Watson, establishing the first general store in the Gallatin area. Two years later Jackson found a new partner to join him and John Hutchings: John Coffee (who would be very important to Jackson throughout his life). Jackson and his partners sold items for every need including cloth, knives, pots, salt, dolls, and buttons. In Jackson's day money was counted by an English system and the use of the "dollar" came later in America. All transactions in Jackson's store involved pounds, shillings, and pence.

Vocabulary

Amount
Calico
Cost
Cowbell
Credit
Currency
Denominator
Divide
Fraction
Grindstone
Tax
Merchant
Multiply
Muslin
Numerator
Weight
Worth

Suggested Pre-Program Activities

1. Have students draw a picture of their own general store. What would they sell, and for how much?
2. Showing pictures of items that were sold in the store would be a good tool to help them visualize the store: take items from the vocabulary list. Have the class identify what they think the items are and how much they cost by today's standards. Then, have the students put the items in order from the lowest price to the highest price on the board.

Presentation Outline

Note to classroom instructor: this information will be covered within the education program.

1. Discuss the history behind the store and the kind of items that were sold by Jackson and his partners. Show the students where Gallatin is located on the Tennessee map and in relation to where you are located, since this is where he started his first store.
2. Go back to the guesses the students had about the item values and, referring to primary sources, show the class how much the items were sold for during Jackson's time.
3. Introduce simple addition and subtraction problems involving amounts of each item for purchase, tell the students to add up the number of items being purchased and give a total as practice.
4. Begin game with math questions in which primary sources are used to create story problems. The students' correct responses take their boat closer to New Orleans for supplies.

Suggested Post-Program Activities

1. Divide the class into three groups (or however many you prefer) and have them choose a number of items from the pictures you showed at the beginning of the lesson. Have each group compose one story problem using the items they chose. Finally, have them trade with the other groups and see if they can solve them. Encourage the kids to make them as difficult as they can for the other groups. (The catch: each group has to make and answer key to their own problem before they pass it along).
2. Review with the class the concepts taught in the lesson; $<$, $>$, $=$, decimal points and making change for the difference paid, division, multiplication, subtraction/addition.
3. Review the facts that they learned about Andrew Jackson, his life before politics and his store.
4. Have students create a newspaper, television, or radio advertisement for Clover Bottom General Store (and email it to The Hermitage at education@thehermitage.com for placement on our website).

Selected Bibliography

Conley, Robert J. *The Cherokee Nation: A History*. University of New Mexico Press, 2005.

Selected practice questions

1. What does the symbol \pounds stand for?
 - a. *pound*

2. What does *_s._* stand for?
 - a. *shilling*
3. What does *_d._* stand for?
 - a. *pence*
4. One shilling is ____th of a pound.
 - a. *1/20*
5. Using the answer to number 4, how many shillings would it take to equal one pound?
 - a. *20 shillings*
6. You buy Mrs. Jackson a muslin handkerchief at 8 shillings, you pay with a 1 pound piece. How much money would you get back?
 - a. *12/20th of a pound or 1 shilling*
7. Andrew Jackson is going to charge you £1.4 for a trunk, you only have £1 with you. How much do you still owe him?
 - a. *4 shillings*
8. Using the information from number 7, answer the following: You owe Andrew 4 shillings but you want to pay with pence. How many pence do you have to pay to clear your debt?
 - a. *40 pence*
9. How many pence are in a shilling?
 - a. *10 pence to a shilling*
10. A lady's hat costs £2.8.00. How much will you be paying?
 - a. *2 pounds, 8 shillings, no pence*