Early American Heroes
An informative essay is a short piece of nonfiction writing that presents facts about a topic. Its purpose is to provide accurate information to the reader. Informative essays are usually about actual people, events, or places. Examples of informative writing include articles in encyclopedias, newspapers, and magazines, as well as biographies and speeches.

The sources in this unit present factual information about three amazing figures from American history.

IN THIS UNIT, you will evaluate the way writers organized their informative essays, and analyze information from nonfiction articles, journal entries, a map, a timeline, and a speech. Then you will use what you have learned to write an informative essay of your own.
What made Ann Bailey a hero?

You will read:
- A Magazine Article
  Mad Ann Bailey
- A Sidebar to an Article
  The Howl upon the Helm

You will analyze:
- A Student Model
  Courageous and Outrageous
In 1761, Ann Hennis left her home in Liverpool, England, and moved to America. She was 19 years old, poor, and had lost both of her parents. She settled in Virginia and married Richard Trotter, a settler.

The number of settlers moving inland kept increasing, and so did the trouble between them and the American Indians living there. Virginia’s governor organized local militias to join the fight, which ended in a victory for the settlers at the Battle of Point Pleasant. The costs were high, and among the militia’s dead was Richard Trotter.

Ann’s response to her husband’s death was extreme. She learned how to use a gun—and a tomahawk—and became a frontier scout and messenger, riding hundreds of miles delivering messages between forts. She dressed in men’s clothing, which allowed her to ride and fight, as women’s clothing of the time would have got in her way.
She continually urged men to join the militia and to aid in the fight against the American Indians, and often warned settlers of looming attacks. Her abilities earned her great respect, and her eccentric ways earned her the name “Mad Ann.” Ann married John Bailey, another scout, and together they moved to a settlement that was also the home of Fort Lee. (This is now the site of the present-day city of Charleston, West Virginia.)

In 1791, Fort Lee was under siege from American Indian warriors. The defenders were running low on gunpowder, and a request was made for a volunteer to ride 100 miles to Fort Union and return with fresh powder. All of the men in the militia remained silent, but Mad Ann volunteered. She rode without stopping across the wilderness, crossing rivers and streams, finally reaching Fort Union. Another horse was provided, loaded with the gunpowder the settlers at Fort Lee needed. Ann refused to have an escort for her return trip, thinking that it would slow her down. She made it back safely on the third day after she had left the besieged fort. Mad Ann had saved the settlement.
In addition to the known details of Ann’s life, there are many remarkable stories about her that can’t be proved or disproved. It is said that she was once chased by a band of Shawnee Indians, and hid in a log. The Shawnee couldn’t discover Ann’s hiding place, even though they rested on the same log. They took her horse, but during the night Ann snuck into their camp and took it back. She rode for a distance, and then began screaming wildly. From that moment on, the Shawnee believed her to be possessed and did not bother her. This would have been very helpful to her, because after John Bailey’s death, Ann apparently lived outdoors, mostly in a cave, for more than ten years. She made her last deliveries as a messenger at the age of 75, but she lived for another eight years.

Close Read

How can you tell that the ride to save Fort Lee was dangerous? Cite evidence from the text in your response.

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____________________
Discuss and Decide
What was Ann Bailey’s attitude toward danger? How did her attitude help her?

The Howl upon the Helm

In 1823, Anne Royall, regarded as America’s first woman travel writer, interviewed Ann Bailey. Royall noted Bailey’s dialect, in which she added an h to a word that began with a vowel. Local people, she reported, liked to repeat things that Bailey had said, such as “the howl upon the helm on the bank of the helk.” (The owl upon the elm on the bank of the Elk River.)

Royall questioned Bailey about her daring ride, and asked if she had been afraid. “I knew I could only be killed once, and I had to die sometime,” was the response. Bailey had made her way across the wilderness by following the traces left by Lewis's army. She had crossed rivers by fording, swimming, or making rafts. As she said, “I halways carried a hax ... and I could chop has well has hany man.”

When asked what the general had said when she returned to the fort with the needed gunpowder, Bailey said, “Why, you’re a brave soldier, Ann.”
Great title!

Good opening paragraph

I like this background information.

The way you’ve organized this essay really works.

Dolores Vegas
September 21

Courageous and Outrageous

Heroes are not like everyone else. They do the unexpected, they take risks, and they surprise those around them. Mad Ann Bailey was a hero.

Bailey’s behavior wasn’t expected from a woman of the late 1700s. She challenged people’s opinions, but she earned their respect through her daring escapades. Perhaps her husband’s death made something snap in Bailey. Whatever it was, she seems to have suddenly become an eccentric, larger-than-life character. She devoted herself to her mission to help and defend settlers, people who were like her late husband.

To some, Bailey may have seemed crazed, but it could just as easily have been determination. Perhaps there was also a bit of revenge there, we don’t know. Living
her life as a scout and messenger in those dangerous times made Bailey a hero, but volunteering when no man would makes her an even bigger hero.

When Bailey explained her courage to Anne Royall, she said “I had to die sometime.” It’s clear that Bailey was made of some powerful stuff. Was it in her all along, waiting to be triggered? Or did her husband’s death bring about the character of Mad Ann?

Interesting points. Is there a better word for “stuff”?

Discuss and Decide

According to Dolores, what made Ann Bailey a hero?
Organizing an Informative Essay

You can organize the facts in an informative essay in various ways. In the student model, “Courageous and Outrageous,” Dolores used main idea and details. In her first paragraph, Dolores stated her main idea. The following paragraphs supply supporting details. The final paragraph neatly wraps up the essay.

Complete the chart below with examples from Dolores’s essay.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Detail</th>
<th>Detail</th>
<th>Detail</th>
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</table>

The first paragraph introduces the main idea of the essay. It often includes an interesting detail, question, or idea.

The following paragraphs support the main idea with details and examples.

The final paragraph often restates the main idea, and includes a further insight or observation.
What led Tecumseh to fight?

You will read:
- A Historical Timeline
  Tecumseh’s Life
- An Informational Article
  The Battle of Point Pleasant
- A Speech
  Tecumseh’s Address to General William Henry Harrison, 1810

You will write:
- An Informative Essay
  What led Tecumseh to fight?
As the United States expanded during the late 1700s, white settlers moved farther and farther west. When they encountered American Indian communities, there were often fights as the settlers tried to claim the land. Tecumseh was born into this conflict and grew up to be one of the most important American Indian leaders of his time.

**Source 1: Historical Timeline**

**AS YOU READ** You will be writing an essay that explores what led Tecumseh to fight. Identify people and events that made an impact on Tecumseh. These notes will help you write your essay.

**Tecumseh’s Life**

As the United States expanded during the late 1700s, white settlers moved farther and farther west. When they encountered American Indian communities, there were often fights as the settlers tried to claim the land. Tecumseh was born into this conflict and grew up to be one of the most important American Indian leaders of his time.

- **1768**
  - Tecumseh is born to the Shawnee tribe near what is now Springfield, Ohio.

- **1774**
  - Tecumseh’s father is killed at the Battle of Point Pleasant. His mother later moves to Missouri with other Shawnee.

- **1775**
  - Tecumseh and his older brother join in several attacks on frontier settlements in Kentucky and Tennessee. But settler victories in battles push them farther and farther west.

- **1785**
  - Late 1780s
    - Tecumseh refuses to sign the Treaty of Greenville, a treaty which ends a series of conflicts between settlers and American Indians and gives settlers large parts of what is now Ohio.

- **1791**
  - Tecumseh leads a scouting party to watch U.S. General St. Clair as his army moves north. Shawnee and Miami warriors kill over 600 of St. Clair’s men. It is one of the worst defeats the U.S. suffers at the hands of American Indians.

- **1795**
  - 1795
    - Tecumseh leads a scouting party to watch U.S. General St. Clair as his army moves north. Shawnee and Miami warriors kill over 600 of St. Clair’s men. It is one of the worst defeats the U.S. suffers at the hands of American Indians.
Discuss and Decide

How did Tecumseh resist attempts by people who were not native to settle on American Indian land? Cite text evidence in your response.
The Battle of Point Pleasant

by Barry deWitt

In 1774, fighting increased between Shawnee Indians and settlers in the Ohio Valley (what is now West Virginia) as the settlers moved farther west into American Indian land. Lord Dunmore, the governor of the colony of Virginia, decided to attack the Shawnee to stop their resistance. He formed two armies—one in the north that he led himself, and one in the south led by Andrew Lewis. The Shawnee chief Cornstalk knew they were coming and decided to attack Lewis’s southern army before it could meet up with Dunmore’s northern army.
On October 10, Cornstalk’s warriors crossed the Ohio River under the cover of night. They hoped they could catch Lewis’s troops sleeping, but some were awake already and let the others know. Both sides started the battle with about one thousand men. Fog filled the battleground that morning, and with the smoke from all the guns firing, it was hard to see. Most of the fighting was up close and hand-to-hand. The conflict, now called the Battle of Point Pleasant, was confusing, bloody, and intense. It lasted until the late afternoon and many men died on both sides. Eventually the Shawnee retreated, and the Virginians won the battle.

Peace came to the Ohio Valley, but only for a short time. One of the warriors who died at the Battle of Point Pleasant was Pucksinwah, a Shawnee chief and the father of Tecumseh. With his dying breath, he told his oldest son to train the young Tecumseh to be a warrior and to never make peace with the settlers.

**Close Read**

Why would Pucksinwah want Tecumseh to become a warrior? Cite text evidence in your response.
Source 3: Speech

AS YOU READ  Analyze the speech. Continue to underline and circle information that you may cite as textual evidence when you write your essay.

Excerpt from

Tecumseh’s Address to

General William Henry Harrison, 1810

HOUSES ARE built for you to hold councils in; Indians hold theirs in the open air. I am a Shawnee. My forefathers were warriors. Their son is a warrior. From them I take only my existence. From my tribe I take nothing. I have made myself what I am. And I would that I could make the red people as great as the conception in my own mind, when I think of the Great Spirit that rules over us all. . . . I would not then come to Governor Harrison to ask him to tear up the treaty. But I would say to him, “Brother, you have the liberty to return to your own country.”

You wish to prevent the Indians from doing as we wish them, to unite and let them consider their lands as the common property of the whole. You take the tribes aside and advise them not to come into this measure. . . . You want by your distinctions of Indian tribes, in allotting to each a particular, to make them war with each other. You never see an Indian endeavor to make the white people do this. You are continually driving the red people, when at last you will drive them onto the great lake, where they can neither stand nor work.
Since my residence at Tippecanoe, we have endeavored to level all distinction, to destroy village chiefs, by whom all mischiefs are done. It is they who sell the land to the Americans. Brother, this land that was sold, and the goods that were given for it, was only done by a few... In the future we are prepared to punish those who propose to sell land to the Americans. If you continue to purchase them, it will make war among the different tribes, and, at last I do not know what will be the consequences among the white people. Brother, I wish you would take pity on the red people and do as I have requested. If you will not give up the land and do cross the boundary of our present settlement, it will be very hard, and produce a great trouble between us.

The way, the only way to stop this evil is for the red men to unite in claiming a common and equal right in the land, as it was at first, and should be now—for it was never divided, but belongs to all. No tribe has the right to sell, even to each other, much less to strangers... Sell a country! Why not sell the air, the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?

**Discuss and Decide**

What were Tecumseh's views on owning land, and how did they differ from those of the United States government?
Respond to Questions

These questions will help you examine the sources you read. Use your notes and refer to the sources in order to answer the questions. Your answers to these questions will help you write your essay.

1. Why did Tecumseh travel throughout the Midwest and the South asking different tribes to join him?
   a. He wanted to attack General St. Clair.
   b. He wanted tribes to unite to stop settlers from taking more Indian land away.
   c. He wanted to return to a traditional Shawnee way of life.
   d. He wanted to make an alliance with the British.

2. Which statements from Source 3 best describe the way Tecumseh felt about owning land?
   a. “I am a Shawnee. My forefathers were warriors. Their son is a warrior.”
   b. “Houses are built for you to hold councils in; Indians hold theirs in the open air.”
   c. “You wish to prevent the Indians from doing as we wish them, to unite and let them consider their lands as the common property of the whole.”
   d. “You are continually driving the red people, when at last you will drive them onto the great lake, where they can neither stand nor work.”

3. What is the best meaning of confederacy as it is used in “Tecumseh’s Life”?
   a. American Indians
   b. tribe
   c. settlers
   d. alliance
4 Which of the following is a claim about Tecumseh you could make after reading the sources?
   a. Tecumseh’s defeat at the Battle of Tippecanoe ended his hopes for an alliance of Indian nations.
   b. He followed his father’s request to make peace with the settlers.
   c. He believed that the Shawnee were the only American Indians who could sell their land.
   d. He thought that an alliance of Indian nations was an important way of stopping the U.S. from taking Indian land.

5 Prose Constructed-Response Why did Tecumseh make an alliance with the British during the War of 1812? Cite text evidence from “Tecumseh’s Life” in your response.

6 Prose Constructed-Response What are two reasons why Tecumseh chose to fight against the U.S. settlers? Cite text evidence in your response.
Planning and Prewriting

When writing an informative essay, the first step is to think about its organization. The assignment asks you to think about what leads someone to do something. This is a clue that you could write a cause-and-effect essay, because cause-and-effect writing explains why something happens.

Collect Information

When you use information from a source, only include the material that applies to your topic. Don’t include unnecessary information—it takes a reader’s interest away from your main points.

Complete the chart to show what you’ll use from each source.

<table>
<thead>
<tr>
<th>Source</th>
<th>Evidence from Source</th>
<th>Cause and Effect</th>
</tr>
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<tbody>
<tr>
<td>A Historical Timeline</td>
<td></td>
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<tr>
<td>Tecumseh’s Address to General William Henry Harrison</td>
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</table>
Finalize Your Plan

Use your responses and notes from previous pages to make a plan for your essay.

Introduction

The first paragraph presents an overall look at the main causes and effects in the essay. It also often includes an interesting quotation, question, or idea.

Cause and Effect

The following paragraphs provide details that explain and support the ideas in your introduction.

Cause and Effect

Cause and Effect

The final paragraph often restates the main idea, and has a further insight or observation.

Conclusion
Draft Your Essay

As you write, think about:

- **Purpose**: to use sources to write a cause-and-effect essay
- **Audience**: your teacher and your classmates
- **Clarity**: easily understood relationships between causes and effects
- **Support**: examples from the sources that support your main idea
- **Organization**: the logical structure for your essay
- **Connecting Words**: words that link your ideas

Revision Checklist: Self-Evaluation

Use the checklist below to guide your self-evaluation.

<table>
<thead>
<tr>
<th>Ask Yourself</th>
<th>Revision Strategies</th>
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</thead>
<tbody>
<tr>
<td>1. Does the introduction present your main idea and hook the audience?</td>
<td>Clearly state your main idea. Try to include the most interesting fact from your sources in the first paragraph, or use a thought-provoking question or quotation.</td>
</tr>
<tr>
<td>2. Is the relationship between each cause and effect clear?</td>
<td>Make sure that each cause and its effect are clearly linked.</td>
</tr>
<tr>
<td>3. Does your essay flow well and connect the details to the main idea?</td>
<td>Read your words to see if they seem disconnected or jarring. Use connecting words and make ideas follow each other naturally.</td>
</tr>
<tr>
<td>4. Does the conclusion restate your main idea and leave a lasting impression on your reader?</td>
<td>Restate your main idea. Include an insight about the topic such as a question that will make the reader think more deeply about the topic.</td>
</tr>
</tbody>
</table>
Revision Checklist: Peer Review

Exchange your essay with a classmate. Read and comment on your partner’s essay, focusing on how well it explains why Tecumseh chose to fight against the settlers.

Help your partner find parts of the draft that could be improved.

<table>
<thead>
<tr>
<th>What to Look For</th>
<th>Notes for My Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the introduction present the main idea and hook the audience?</td>
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Revision: Writing an Introduction

The best way to make readers interested in your work is to write a great introduction. One way to grab a reader’s attention is to include a thought-provoking quote in your first paragraph. Make sure the quote is related to your main idea.

This introduction gets the reader’s attention with an interesting quotation and states the point of the essay:

“Sell a country! Why not sell the air, the great sea, as well as the earth? Did not the Great Spirit make them all for the use of his children?” This is how Tecumseh protested against the U.S. buying land that belonged to Indian tribes. He spent his whole life fighting against the U.S. settlers as they took Indian land again and again.

Attention-Getting Advice

- Write a statement that makes the reader curious about the topic.
- Use an interesting, thought-provoking quote.
- Present a fact that will shock or surprise the reader.
- Write a brief account of a fascinating event.
- Ask a question that the reader can relate to.

Edit

Edit your essay to correct spelling, grammar, and punctuation errors.
How did York’s life change after his adventure?

You will read:
- An Informational Article
  *The Lewis and Clark Expedition, May 1804–September 1806*
- Journal Excerpts
  *Excerpts from Clark’s Expedition Journals*
- An Informational Article
  *After the Expedition*

You will write:
- An Informative Essay
  *How did York’s life change after his adventure?*
In 1804, nearly four-dozen men of the Corps of Discovery set off on a boat from St. Louis, Missouri. They were about to explore unknown U.S. territory west of the Mississippi River. More than two years later, the men
returned after an 8,000-mile journey. Led by Meriwether Lewis and William Clark, the members of the Corps of Discovery included a man named York. York had grown up as a companion to William Clark. However, Clark also kept York as a slave. Throughout the punishing journey, York held his own as an important part of the team that brought back information about the land, people, animals, and plants of the northwest.

Discuss and Decide

What evidence from the text and map conveys the difficulty of Lewis and Clark’s journey?
The journals from the Lewis and Clark Expedition were nearly 5,000 pages long. Clark’s journal is the source for several observations about his slave York.

**June 5, 1804**  *Here my servant York swam to the sand bar to gather greens for our dinner and returned with a sufficient quantity…*

It is clear that York helped gather food for the group, and it’s likely that he also helped cook their meals. This entry shows that he could swim, which is something not all members of the group could do.

**August 19, 1804**  *Sgt. Floyd… is dangerously ill… I am much concerned for his situation. Every man is attentive to him (York principally).*

Sergeant Floyd, a member of the group, became very sick on the trip and eventually died. This entry is from the night before Floyd died, and tells of the care York gave to the sick man.

**September 9, 1804**  *I directed my servant York with me to kill a buffalo near the boat.*

York must have been well-trusted. He is obviously carrying a gun. Slaves were usually banned by law from carrying guns at any time.
November 18, 1805  A little cloudy this morning. I set out with 10 men and my man York to the ocean by land.

After reaching the northwest coast, the group journeyed to a beach to see the Pacific Ocean. York became the first African American to cross the United States.

December 28, 1805  . . . York very unwell from violent colds and strains carrying in meat and lifting logs on the huts to build them.

York got sick helping to build Fort Clatsop, where the group would spend the winter. In November, Clark had held a vote among the group to decide where to set up the camp. All members, including York, voted. York may have been the first African-American man to vote in the United States.

Close Read
How were York’s experiences with the expedition unusual for a person who was held as a slave? Cite text evidence in your response.
After the Expedition

by Gail Winters

The Corps of Discovery returned to St. Louis, Missouri, on September 23, 1806. They had only lost one man, Sergeant Floyd. The whole town of 1,000 people gathered on the riverbanks and greeted and congratulated the returning heroes. Even though people held as slaves were normally considered property, York received hearty congratulations, too. Not only had the Corps survived the incredible journey, but they had made geographic and scientific discoveries and mapped the land.

The members of the Corps of Discovery each received double pay and 320 acres of land—except for York. Even though Clark had named some small islands and a river after him, Clark refused to give York his freedom. York also had a wife who was owned by another master, and at first Clark wouldn’t let him see her, and had York put in jail when he protested.

Clark finally freed York about ten years after they returned from the expedition. However, it isn’t clear what happened to York after he became free. Many people believe that he started a freighting company between Kentucky and Tennessee, and that he died from cholera before 1832. Others have said that he went out west again to live with Native Americans in Wyoming.

Discuss and Decide

What are some ways in which York was treated differently from other members of the expedition?
Respond to Questions

The following questions will help you think about the sources you’ve read. Use your notes and refer to the sources as you answer the questions. Your answers will help you write the essay.

1. Which detail in Source 2 best describes York’s treatment as an equal member of Lewis and Clark’s group?
   a. “A little cloudy this morning. I set out with 10 men and my man York to the ocean by land.”
   b. “Here my servant York swam to the sand bar to gather greens for our dinner . . .”
   c. “Sgt. Floyd . . . is dangerously ill . . . I am much concerned for his situation.”
   d. “I directed my servant York with me to kill a buffalo near the boat.”

2. Why did Clark put York in jail?
   a. York protested when Clark wouldn’t let him see his wife.
   b. York was congratulated after returning to St. Louis.
   c. York received extra money and land after returning to St. Louis.
   d. York shot a buffalo with a gun during the journey west.

3. What is the best meaning for expedition as it is used in these sources?
   a. camp
   b. journey
   c. journal
   d. slave
4 Which of the following is a claim about York you could make after reading the sources?

a. York had more freedom while traveling with Lewis and Clark’s group than he did after returning to St. Louis in 1806.

b. York had more freedom east of the Mississippi River than he did west of the Mississippi River.

c. York was not a slave west of the Mississippi River.

d. York did not do much for the Corps of Discovery.

5 **Prose Constructed-Response** How did York contribute to the Corps of Discovery during the journey? Cite details from Source 2 in your response.

6 **Prose Constructed-Response** Look at the map in Source 1 and the journal excerpts in Source 2. Which gives you a better understanding of York’s experiences on the expedition? Cite text evidence in your response.
Write the Essay
Read the assignment.

Plan
Use the graphic organizer to help you outline the structure of your informative essay.

Assignment
Write an informative essay answering the question: How did York’s life change after his adventure? Compare and contrast York’s experiences east and west of St. Louis. Cite text evidence from what you have read.

- Identify what you will be comparing and contrasting. State your main idea. Include an interesting detail, question, or quotation to hook your audience.

- Compare and contrast one point about each subject at a time (point-by-point); or discuss all the points relating to the first subject before moving on to the second (subject-by-subject). Include relevant facts, concrete details, and other textual evidence to support your points.

- Summarize the key points and restate your main idea. Include an insight related to your main idea.
Draft

Use your notes and completed graphic organizer to write a first draft of your opinion essay.

Revise and Edit

Look back over your essay and compare it to the Evaluation Criteria. Revise your essay and edit it to correct spelling, grammar, and punctuation errors.

Evaluation Criteria

Your teacher will be looking for:

1. **Statement of purpose**
   - Did you clearly state the main idea?
   - Did you support your main idea with details and evidence?

2. **Organization**
   - Are the sections of your essay organized in a way that makes sense?
   - Did you use connecting words to link your ideas?
   - Is there a clear conclusion that supports the comparisons?

3. **Elaboration of evidence**
   - Did you include only evidence that is relevant to the topic?
   - Is there enough evidence to support your main idea?

4. **Language and vocabulary**
   - Did you use a formal tone?
   - Did you explain any vocabulary that may be unfamiliar to your audience?

5. **Conventions**
   - Did you follow the rules of grammar usage as well as punctuation, capitalization, and spelling?