The Mississippi Department of Archives and History established the Mississippi History on Loan video program to enhance classroom instruction on Mississippi history, literature, art, personalities, and places. The program has over 200 titles available year-round for grades 4-12. The videos are offered in VHS and DVD format.

This documentary tells the history of the Tennessee-Tombigbee Waterway, one of the most complex public works projects completed in the United States and the political and courtroom battles that surrounded it. Today the waterway provides a cost-effective and energy-efficient transportation route that helps increase trade and commerce and improves the quality of life. This online activity is adaptable for grades 4-12.

The lesson plan includes the following:

- Educational Frameworks
- Film Questionnaire
- Timeline of Events
- Word Search
- Identifications
- Political Cartoons
- Voice Your Opinion
- Who’s Who
- Affirmative Action and the Tenn-Tom Waterway
- Mapping the Tenn-Tom Waterway
- Turn Up the Volume
- Extension Activity: Hashing It Out
- Vocabulary
- Teacher Evaluation

For more information please contact:
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Phone: 601-576-6800  Fax: 601-576-6815  outreachprograms@mdah.state.ms.us
MDAH works to ensure our lessons and activities work with and complement the updated Common Core Curriculum and the Mississippi Department of Education frameworks, competencies, and objectives. Each lesson and activity has been matched to the grade levels, subjects, competencies, and objectives.

### Building the Dream: The History of the Tennessee-Tombigbee Waterway

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<tr>
<td>Grade 5</td>
<td>RI7, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6</td>
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<td>Grade 6</td>
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<td>Grade 7</td>
<td>RI7, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6, RH7, WHST1, WHST2, WHST4, WHST5, WHST6, WHST7, WHST8, WHST9</td>
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<td>Grade 8</td>
<td>RI7, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6, RH7, WHST1, WHST2, WHST4, WHST5, WHST6, WHST7, WHST8, WHST9</td>
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<td>Grades 11-12</td>
<td>RI7, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6, RH7, WHST1, WHST2, WHST4, WHST5, WHST6, WHST7, WHST8, WHST9</td>
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<tr>
<th>Common Core Math</th>
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| Social Studies | Fourth Grade Mississippi Studies | 1a, 1b, 1c, 3a, 3c, 4c, 5d, 5e, |
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|               | High School Local Resource Studies | 1c, 2a, 3 |
|               | High School Local Culture        | 1c |
Name _______________________________________________________ Date _______________________

Directions: Fill in the correct answer for each blank as the film plays.

1. Citizens of ____________________________, Tennessee, first petitioned their legislature for a connection between the Tennessee River and the Tombigbee in ___________.

2. In ________, Congress first approved a waterworks project after the US Army Corps of Engineers completed a study of economic feasibility.

3. What kind of boats were initially used for transportation? __________________________

4. The ___________________________ authorized the Corps’ recommendations for a waterway in 1946.

5. In order to accommodate the ____________ foot difference between where the Tenn-Tom Waterway began and ended, ____________ locks would have to be built.

6. The initial cost estimate for the Tenn-Tom Waterway was ____________________.

7. What industry opposed the building of the Tenn-Tom Waterway? _________________________________

8. In 1958, President _________________________ approved of a compact between __________________ and ____________________.

9. Later, the states of ________________, ________________, and ________________ joined the compact to form the __________________________________________________________.

10. President ____________________________________ was the first president to allot $500,000 in the budget for the engineering and building of the waterway in ______________.

11. Congressman ________________________________ of Alabama was sent to convince the Nixon administration of the importance of the waterway.

12. President ___________________________ was the featured speaker at the groundbreaking ceremony in Mobile, Alabama, on _____________________________.

13. Congress passed the ______________________________________, which required the Tennessee-Tombigbee Waterway to submit __________________________ (EISs).

14. The first lawsuit was filed against the waterway by the ___________________________ and the ___________________________ in July, 1971.
Name ______________________________________________________ Date________________________

15. The Waterway Authority and the Tombigbee River Valley Water Management District became _______________________________ representing non-federal interests in the waterway.

16. The case was first heard in August, 1972, by Judge __________________________________________.

17. The ruling was in favor of the ________________________________________________________________.

18. The waterway was _______________ miles long, making it the largest project the Corps had ever attempted.

19. Stennis Lock and Dam was moved to save ______________________________ near Columbus.

20. The Environmental Defense Fund joined with the ______________________________ to file a second suit against the waterway.

21. The second suit ruled in favor of the______________________________________________________.

22. After the Corps’s supplemental EIS was submitted and approved, the Supreme Court ______________________________ to hear the appeal.

23. President _______________________________ signed to continue the funding for the Tenn-Tom Waterway.

24. An _________________________________________________________ was implemented to employ minorities.

25. The last appropriations bill for the Tenn-Tom Waterway was approved by a margin of _____________ votes.

26. The 1984 _______________________________________________ allowed for $202 million to complete construction on the Tenn-Tom Waterway.

27. It took ________________ years to complete construction in December, 1984.

28. In January, 1985, the ___________________________________________ became the first boat to make the journey on the Tenn-Tom Waterway.
Directions: Fill in the correct answer for each blank as the film plays.

1. Citizens of Knox County, Tennessee, first petitioned their legislature for a connection between the Tennessee River and the Tombigbee in 1810.

2. In 1874, Congress first approved a waterworks project after the US Army Corps of Engineers completed a study of economic feasibility.

3. What kind of boats were initially used for transportation? steamboats

4. The Rivers and Harbors Act authorized the Corps’ recommendations of a waterway in 1946.

5. In order to accommodate the 341 foot difference between where the Tenn-Tom Waterway began and ended, ten locks would have to be built.

6. The initial cost estimate for the Tenn-Tom Waterway was $117 million.

7. What industry opposed the building of the Tenn-Tom Waterway? railroad industry

8. In 1958, President Dwight D. Eisenhower approved of a compact between Alabama and Mississippi.

9. Later, the states of Florida, Kentucky, and Tennessee joined the compact to form the Tenn-Tom Waterway Authority.

10. President Lyndon B. Johnson was the first president to allot $500,000 in the budget for the engineering and building of the waterway in 1968.

11. Congressman Jack Edwards of Alabama was sent to convince the Nixon administration of the importance of the waterway.

12. President Richard M. Nixon was the featured speaker at the groundbreaking ceremony in Mobile, Alabama, on May 25, 1971.

13. Congress passed the National Environmental Policy Act, which required the Tenn-Tom Waterway to submit Environmental Impact Statements (EISs).

14. The first lawsuit was filed against the waterway by the Committee for Leading the Environment of American Natural and the Environment Defense Fund in July 1971.
15. The Waterway Authority and the Tombigbee River Valley Water Management District became defendant intervenors representing non-federal interests in the waterway.

16. The case was first heard in August, 1972, by Judge William Keady.

17. The ruling was in favor of the federal government.

18. The waterway is 234 miles long, making it the largest project the Corps had ever attempted.

19. Stennis Lock and Dam was moved to save Plymouth Plot near Columbus.

20. The Environmental Defense Fund joined with the L&N Railroad to file a second suit against the waterway.

21. The second suit was ruled in favor of the Tenn-Tom Waterway.

22. After the Corps’s supplemental EIS was submitted and approved, the Supreme Court denied to hear the appeal.

23. After some convincing, President Jimmy Carter signed to continue the funding for the Tenn-Tom Waterway.

24. An affirmative action program was implemented to employ minorities.

25. The last appropriations bill for the Tenn-Tom Waterway was approved by a margin of two votes.


27. It took twelve years to complete construction in December 1984.

28. In January 1985, the Eddie Waxler became the first boat to make the journey on the Tenn-Tom Waterway.
Mississippi History on Loan
BUILDING THE DREAM
Timeline of Events

Name _____________________________________________________ Date __________________________

Directions: Place the events of the film in the proper chronological order.

_____ Construction begins on the Tennessee-Tombigbee Waterway.

_____ French explorer Marquis de Montcalm tells King Louis XV that the Tennessee and Tombigbee rivers should be connected.

_____ Lawsuit is filed by CLEAN (Committee for Leading the Environment of American Natural) and the Environmental Defense Fund.

_____ The Rivers and Harbors Act approves of the building of a waterway.

_____ Construction is completed on the waterway.

_____ The compact between Alabama and Mississippi is signed.

_____ The Eddie Waxler is the first barge to run the full length of the waterway.

_____ Supreme Court refuses to hear the case of those in opposition of the waterway.

_____ Knox County Tennesseans petition their State Legislature for a connecting waterway between the Tennessee and Tombigbee River.

_____ National Environmental Policy Act causes hold up on construction.
Name _____________________________________________________ Date __________________________

**Directions:** Place the events of the film in the proper chronological order.


1. French explorer Marquis de Montcalm tells King Louis XV that the Tennessee and Tombigbee rivers should be connected.

7. Lawsuit is filed by CLEAN (Committee for Leading the Environment of American Natural) and the Environmental Defense Fund.

3. The Rivers and Harbors Act is approved of the building of a waterway.

9. Construction is completed on the waterway.

4. The compact between Alabama and Mississippi is signed.

10. The *Eddie Waxler* is the first barge to run the full length of the waterway.

8. Supreme Court refuses to hear the case of those in opposition of the waterway.

2. Knox County Tennesseans petition their State Legislature for a connecting waterway between the Tennessee and Tombigbee River.

Mississippi History on Loan
BUILDING THE DREAM

Word Search

Name ____________________________ Date ________________

Directions: Allow students to locate the words in the puzzle below. Words may be forward, backward, horizontal, diagonal, and vertical.

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

Aberdeen affirmative action Alabama
appeal Amory bipartisanism
CLEAN coalition Columbus
Demopolis environment Florida
Gholson Keady Kentucky
legislation lobbying lock
Mississippi Pickensville Rankin
Tennessee Tombigbee USACE
Vienna waterway Wilkins
Name _______________________________________________________ Date ______________________

**Directions:** Allow students to locate the words in the puzzle below. Words may be forward, backward, horizontal, diagonal, and vertical.

Alabama, affirmative action, Amory, bipartisanship, Columbus, Colorado, Connecticut, environment, Keady, lobbying, lock, Mississippi, Tombigbee, USACE, Wilkins.
Directions: Below is a list of terms that students may be unfamiliar with. Have students write a brief definition for each and explain why it is important to the Tenn-Tom Waterway.

1. Affirmative Action:

2. Appeal:

3. Appropriations:

4. Bipartisanship:

5. Canal:

6. CLEAN:

7. Coalition:

8. Defendant Intervenors:

9. Environmental Defense Fund:
Name ____________________________ Date ________________

10. Environmental Impact Statement:

11. Interest Group:

12. Lobbying:

13. Lock:

14. National Environmental Policy Act:

15. Rivers and Harbors Act of 1946:

16. United States Army Corps of Engineers:
Directions: Below is a list of terms that students may be unfamiliar with. Have students write a brief definition for each and explain why it is important to the Tenn-Tom Waterway.

1. Affirmative Action: policies of government to boost the educational and vocational opportunities of groups who had previously experienced discrimination or oppression; during the building of the Tenn-Tom Waterway, a strict affirmative action policy was put into place to include minorities in the construction process.

2. Appeal: taking a case to a higher court in order to reverse the ruling of a lower court; the Supreme Court denied to hear the appeal of the Tenn-Tom Waterway because the Corps’s EIS was sufficient evidence on the benefits of the waterway.

3. Appropriations: an amount of money set aside specifically for a certain cause or project by state and/or federal governments; appropriation bills were constantly being sponsored and debated in Congress on behalf of the funding for the Tenn-Tom Waterway.

4. Bipartisanship: most commonly occurs in a two-party system of government where the two parties come together on an issue or bill; from the beginning the efforts to build the Tenn-Tom Waterway was bipartisan, meaning that both Republicans and Democrats reached across the aisle to bring the waterway to fruition.

5. Canal: a manually constructed waterway used for the transportation of goods by ships and barges; the Tenn-Tom Waterway is the largest man-made waterway in the history of the world.

6. CLEAN: Committee for Leading the Environment of American Natural is the environmental interest group who filed suit against the US Army Corps of Engineers because they believed the building of the Tenn-Tom Waterway was in violation of the National Environmental Policy Act (NEPA).

7. Coalition: the joining of parties or interest groups in an effort to present a stronger front in advocating for a cause or project; advocates of the Tenn-Tom Waterway and railroads combined efforts to progress the economic development of the country.

8. Defendant Intervenors: an individual or association that voluntarily joins with either the plaintiff or the defendant of a suit; the Waterway Authority and the Tombigbee River Valley Water Management District joined the federal government in the court case against the waterway.
9. Environmental Defense Fund: advocacy group dedicated to protecting the environment; co-plaintiff that filed suit against the US Army Corps of Engineers and the building of the Tenn-Tom Waterway.

10. Environmental Impact Statement: documentation of how a project will impact the environment surrounding it; under NEPA, the US Army Corps of Engineers was required to submit a statement of how the Tenn-Tom Waterway would impact its surrounding environment.

11. Interest Group: any group or organization that partakes in political activity, but is not affiliated with a political party; the interest groups CLEAN and American Rivers sought to halt construction of the waterway.

12. Lobbying: any one person or group’s attempt to influence legislation or government; the environmentalist group CLEAN was an interest group lobbying against the building of the Tenn-Tom because of the impact it had on the environment.

13. Lock: a short confined section of a canal or other waterway in which the water level can be changed by the use of gates and sluices, used for raising and lowering vessels between two gates; there were ten locks built to accommodate the change in altitude over the distance of the Tenn-Tom Waterway.

14. National Environmental Policy Act: piece of legislation passed in 1969 that had stricter restrictions on civil projects and required the submission of Environmental Impact Statements; the Tenn-Tom Waterway was the first civil project to be built under the ramifications of this act.

15. Rivers and Harbors Act: passed in 1946, this act authorized the building of the Tenn-Tom Waterway to begin.

16. United States Army Corps of Engineers: a military and civilian work force in the US responsible for the design, building, and overseeing of numerous civil projects; the USACE, was the builder of the Tenn-Tom Waterway. would have on the environment.
Introduction: Analyzing primary sources is one of the best ways to get a clear glimpse into political history. Political cartoons are one of the most popular methods to get a political point or jab across to the everyday person. The use of political cartoons dates back to the 15th century. Humor and satire are common themes in political cartoons. In most cases political cartoons are drawn to dramatize or mock established governments, governmental personnel, or hot topic issues such as healthcare, national security, civil projects, or taxes. With your class, identify and analyze aspects of each cartoon on the following page and discuss the artist’s intentions behind each of them.

Leading Questions:

Top Cartoon

1. What is your first reaction to this cartoon?
2. What message do you think the artist is trying to publicize?
3. What do you notice about the single character in the cartoon? What do you think his occupation could be?
4. What do you think the purpose of the animals is for?
5. Does the text add significance to the cartoon?

Bottom Cartoon

1. What is the first thing that jumps out at you?
2. What message do you think the artist is trying to publicize?
3. What do you notice about the people depicted in the cartoon?
4. Why do you think the artist chose to depict people with a certain appearance?
5. What other waterway does the caption text at the bottom refer to?
6. Does the caption text lead viewers to believe that the protesters will prevail?

Overall

1. Comparing the top and bottom cartoons, what are some similarities and differences between them? Are the meanings the same? Are they geared towards the same audience?
2. Overall, do you think the cartoons are successful in portraying their message to the general public? Why or why not?
Mississippi History on Loan

BUILDING THE DREAM

Political Cartoons - Examples


*The Clarion Ledger, January 19, 1981. MDAH Archives and Records Services. Used with the permission of the Clarion Ledger.*
Directions: In the space below draw a Tenn-Tom Waterway political cartoon.
Directions: The United States is a democratic republic. Communication with elected officials is essential to ensure they are performing as the majority of Americans see fit. Because it is very rare that one would get a personal audience with a Representative or Senator, people often turn to other forms of communication. For this activity, imagine that your are back in time during the construction and controversy of the Tenn-Tom Waterway. Using the space below and an extra sheet of notebook paper if needed, write a letter to a Congressman stating your opinion on why or why not the waterway should continue. Use knowledge that you have learned during the course of your studies to back up your opinion.
Directions: Although the Tenn-Tom Waterway is located in western Alabama and eastern Mississippi, its impact reaches much farther. It took the hard work of many men and women to bring the waterway to fruition. This activity highlights some of the public figures responsible for the success of the Tenn-Tom Waterway. In the lines provided, write a few important facts about who the person was, what they were responsible for, and what years they served using the film, Internet, and other approved sources.

President Eisenhower (Republican): 

President Johnson (Democrat): 

President Nixon (Republican): 

President Carter (Democrat): 

President Reagan (Republican): 

Glover Wilkins: 

Hunter Gholson: 

Name ___________________________ Date ________________
Mississippi Senator John Stennis (Democrat):

Representative Jack Edwards (Republican):

Representative Jamie Whitten (D):

Representative John Rankin (D):

Judge William Keady:

Representative Tom Bevill (Democrat):

Senator John Sparkman (Democrat):

Senator Howell Heflin (Democrat):

Alabama Senator John Sparkman (Democrat):

Representative Tom Bevill (Democrat):
**Name ___________________________ Date ________________**

**Directions:** Although the Tenn-Tom Waterway is located in western Alabama and eastern Mississippi, its impact reaches much farther. It took the hard work of many men and women to bring the waterway to fruition. This activity highlights some of the public figures responsible for the success of the Tenn-Tom Waterway. In the lines provided, write a few important facts about who the person was, what they were responsible for, and what years they served using the film, Internet, and other approved sources.

President Eisenhower (Republican): ______
U.S. President 1953-1961. Signed federal act on August 15, 1958 that supported the creation of the Tenn-Tom Waterway.

President Johnson (Democrat): ______
U.S. President 1963-1969. In 1968, he authorized $500,000 to start the engineering and design of the Tenn-Tom Waterway.

President Nixon (Republican): ______

President Carter (Democrat): ______
U.S. President 1977-1981. Re-evaluated the Tenn-Tom project as well as over 300 other waterway projects. Ultimately he decided to continue funding for Tenn-Tom construction after public outcry from its supporters.

Glover Wilkins: ______
Tenn-Tom Waterway administrator who instigated grass roots efforts and gained bipartisanship support for the project and helped defend its construction during numerous court cases.

Hunter Gholson: ______
Attorney for the Tenn-Tom Authority who defended its construction during numerous court cases, including those instigated by environmental groups. He also helped get multiple cases transferred from D.C. courts to northeast Mississippi.
Mississippi History on Loan
BUILDING THE DREAM
Who’s Who? Continued Answer Key

Name ___________________________ Date ____________________

Senator John Stennis (Democrat):
   In office 1947-1989. Supporter of the Tenn-Tom project during the Carter administration and in the early 1980s.

Representative Jack Edwards (Republican):
   In office 1965-1985. Helped convince President Nixon of the importance of funding the Tenn-Tom.

Representative Jamie Whitten (D):
   In office 1979-1995. Proponent of the Tenn-Tom project and its funding while chairman of the water and energy appropriate full committee.

Representative John Rankin (D):
   In office 1921-1953. Early supporter of the Tenn-Tom.

Judge William Keady:
   On the U.S. District Court for the Northern District of Mississippi from 1968-1989. Presided over numerous court cases involving the construction of the Tenn-Tom Waterway beginning in 1972 and continuing for the next decade.

Senator John Sparkman (Democrat):
   In office 1946-1979. Supporter of the Tenn-Tom in the 1970s.

Representative Tom Bevill (Democrat):
   In office 1973-1997. Proponent of the Tenn-Tom project and its funding while chairman of the water and energy appropriate sub committee.

Senator Howell Heflin (Democrat):
Name ___________________________________________ Date ________________

Directions: Research how minorities factored into the construction of the waterway. Was there a specific group involved? Were minorities for or against the waterway? Why or why not? Using the space below and an extra sheet of notebook paper if needed, write a brief essay describing your findings. Note: Racial minorities were not the only category affirmative action applied to, as economic and gender minorities were also affected.

___________________________________________________________________________________________
___________________________________________________________________________________________
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___________________________________________________________________________________________
Directions: Despite the Tenn-Tom Waterway’s physical presence only in two states, its economic impact can be seen in almost half the country. It is the first man-made waterway to provide a direct route from the heart of the nation to the Gulf of Mexico, thus making the transportation of goods cheaper and faster for the forestry industry in the South, the coal industry in the Appalachia region, and the automobile industry in the Great Lakes area. The Tenn-Tom Waterway also serves a vital role in national security, as it is the route Delta IV rockets take from Decatur, Alabama to Fort Campbell, Kentucky. Using the map on the next page, trace the Tenn-Tom Waterway using a brightly colored highlighter, marker, or crayon, then cut out the symbols below and paste them onto the map according to their geographic region.
Mapping the Tenn-Tom Waterway

Note: As long as the icons make logical sense on their placement, it is alright if they are not exact.
Mississippi History on Loan
BUILDING THE DREAM
Turn Up the Volume

Name __________________________________________ Date __________________

Directions: Although it took a lot of mathematical calculations to construct the waterway, one of the major mathematical elements used throughout the building process was volume. Using the table below, calculate the maximum volume of water each lock can hold. Note: The unit of measurement for volume is liters (L).

### Tennessee-Tombigbee Locks & Dams

<table>
<thead>
<tr>
<th>Lock</th>
<th>Height of Lift</th>
<th>Width</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howell Heflin L&amp;D, Gainesville, Alabama</td>
<td>36 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>Tom Bevill L&amp;D, Pickensville, Alabama</td>
<td>27 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>John C. Stevens L&amp;D, Columbus, Mississippi</td>
<td>27 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>Aberdeen L&amp;D, Aberdeen, Mississippi</td>
<td>27 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>Amory Lock, Amory Mississippi</td>
<td>30 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>Glover Wilkins Lock, Smithville, Mississippi</td>
<td>25 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>Fulton Lock, Fulton Mississippi</td>
<td>25 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>John Rankin Lock, Itawamba County, Mississippi</td>
<td>30 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>G.V. Montgomery L&amp;D, Itawamba County, Mississippi</td>
<td>30 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
<tr>
<td>Jamie Whitten L&amp;D, Tishomingo County, Mississippi</td>
<td>84 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
</tr>
</tbody>
</table>

### Volume Formula: \( V = H \times W \times L \)

1. Gainesville L&D: ________________________________
2. Aliceville L&D: ________________________________
3. Columbus L&D: _________________________________
4. Aberdeen L&D: _________________________________
5. Lock A: ______________________________________
6. Lock B: ______________________________________
7. Lock C: ______________________________________
8. Lock D: ______________________________________
9. Lock E: ______________________________________
10. Bay Springs L&D: _____________________________

Jamie Witten Lock and Dam, 2014. MDAH Museum Division Education.
Name __________________________________________ Date ____________________

Directions: Although it took a lot of mathematical calculations to construct the waterway, one of the major mathematical elements used throughout the building process was volume. Using the table below, calculate the maximum volume of water each lock can hold. Note: The unit of measurement for volume is liters (L).

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</tr>
<tr>
<td>John C. Stevens L&amp;D, Columbus, Mississippi</td>
<td>27 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
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<tr>
<td>Aberdeen L&amp;D, Aberdeen, Mississippi</td>
<td>27 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
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<tr>
<td>Amory Lock, Amory Mississippi</td>
<td>30 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
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<tr>
<td>Glover Wilkins Lock, Smithville, Mississippi</td>
<td>25 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
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<tr>
<td>Fulton Lock, Fulton Mississippi</td>
<td>25 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
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<tr>
<td>John Rankin Lock, Itawamba County, Mississippi</td>
<td>30 ft.</td>
<td>110 ft.</td>
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<td>G.V. Montgomery L&amp;D, Itawamba County, Mississippi</td>
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<td>110 ft.</td>
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<tr>
<td>Jamie Whitten L&amp;D, Tishomingo County, Mississippi</td>
<td>84 ft.</td>
<td>110 ft.</td>
<td>600 ft.</td>
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Volume Formula: \[ V = H \times W \times L \]

1. Gainesville L&D: \[ 36 \times 110 \times 600 = 2,376,000 \text{ liters} = V \]
2. Aliceville L&D: \[ 27 \times 110 \times 600 = 1,782,000 \text{ liters} = V \]
3. Columbus L&D: \[ 27 \times 110 \times 600 = 1,782,000 \text{ liters} = V \]
4. Aberdeen L&D: \[ 27 \times 110 \times 600 = 1,782,000 \text{ liters} = V \]
5. Lock A: \[ 30 \times 110 \times 600 = 1,980,000 \text{ liters} = V \]
6. Lock B: \[ 25 \times 110 \times 600 = 1,650,000 \text{ liters} = V \]
7. Lock C: \[ 25 \times 110 \times 600 = 1,650,000 \text{ liters} = V \]
8. Lock D: \[ 30 \times 110 \times 600 = 1,980,000 \text{ liters} = V \]
9. Lock E: \[ 30 \times 110 \times 600 = 1,980,000 \text{ liters} = V \]
10. Bay Springs L&D: \[ 84 \times 110 \times 600 = 5,544,000 \text{ liters} = V \]
Option 1 Directions: Based on their understanding of the Tenn-Tom Waterway and the issues surrounding its construction, have students debate the passage of the Tenn-Tom Waterway project. Divide the class into two sides, the affirmative and the negative. Students on each side must identify and research the people, agencies, and interest groups that support their position and present them to the opposing side. After the affirmative and negative sides have been presented, you may then give each side time to question the other and allow time for rebuttals.

Option 2 Directions: Once students have a well-rounded understanding of the Tenn-Tom Waterway and all the issues that arose surrounding its construction, have them argue for or against its construction in a town hall format. In order to ensure a wholesome debate, be sure that individuals or small groups of two or three students represent as many perspectives as possible. They may impersonate a significant person, authority, agency, industry, or interest group in the history of the Tenn-Tom Waterway to solidify their arguments. Encourage students to really get involved in the research and assuming of roles as the more they do so, the better the debate will be. At the end of the town hall meeting, allow students an opportunity to vote for or against the construction of the Tenn-Tom Waterway based on the arguments presented during the meeting.
**Affirmative Action**: policies of government to boost the educational and vocational opportunities of groups who had previously experienced discrimination or oppression.

**Appeal**: taking a case to a higher court in order to reverse the ruling of a lower court.

**Appropriations**: an amount of money set aside specifically for a certain cause or project by state and/or federal governments.

**Bipartisanship**: most commonly occurs in a two-party system of government where the two parties come together on an issue or bill.

**Canal**: a manually constructed waterway used for the transportation of goods by ships and barges.

**CLEAN**: Committee for Leading the Environment of American Natural is the environmental interest group who filed suit against the US Army Corps of Engineers because they believed the building of the Tenn-Tom Waterway was in violation of the National Environmental Policy Act (NEPA).

**Coalition**: the joining of parties or interest groups in an effort to present a stronger front in advocating for a cause or project.

**Defendant Intervenors**: an individual or association that voluntarily joins with either the plaintiff or the defendant of a suit.

**Democrat**: a member of the Democratic Party

**Environmental Defense Fund**: advocacy group dedicated to protecting the environment.

**Environmental Impact Statement**: documentation of how a project will impact the environment surrounding it.

**Interest Group**: any group or organization that partakes in political activity, but is not affiliated with a political party.

**Lobbying**: any one person or group’s attempt to influence legislation or government.

**Lock**: a short confined section of a canal or other waterway in which the water level can be changed by the use of gates and sluices.

**National Environmental Policy Act**: piece of legislation passed in 1969 that had stricter restrictions on civil projects and required the submission of Environmental Impact Statements

**Republican**: member of the Republican Party

**Rivers and Harbors Act**: passed in 1946, this act authorized the building of the Tenn-Tom Waterway to begin.
**Satire:** the use of humor, irony, exaggeration, or ridicule to expose and criticize people’s stupidity or vices, particularly in the context of contemporary politics and other topical issues.

**United States Army Corps of Engineers:** a military and civilian work force in the US responsible for the design, building, and overseeing of numerous civil projects
TEACHER NAME _____________________________________________________________________________________________

SCHOOL NAME & ADDRESS ___________________________________________________________________________________

EMAIL (OPTIONAL) _______________________________________________________________________________________

TOTAL NUMBER OF STUDENTS___________________________           GRADE LEVEL ________________________________

1. In your opinion, did this unit elicit better than average student response; if so, how?

2. Which segments of the unit exceeded your students’ attention span?

3. Will this unit be of assistance to you in developing future classroom activities; if so, how?

4. How did this unit add to your earlier teaching on the same subject?

5. Would this teaching unit be handier to use as a:
   ___single-day unit   ___multi-day unit   ___multi-week unit   ___other

6. Were the activities and lessons appropriate for your students? How?
Please rate the following lesson materials and activities by circling the appropriate number.  

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Directions and Notes</td>
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<td>Curricular Connections</td>
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<td>Voice Your Opinion</td>
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<td>Who's Who</td>
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<td>Affirmative Action and the Tenn-Tom Waterway</td>
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<td>Mapping the Tenn-Tom Waterway</td>
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<td>Turn Up the Volume</td>
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<td>Extension Activity: Hashing It Out</td>
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<td>Overall Lesson</td>
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4=excellent, 3=good, 2=average, 1=inadequate

We would appreciate any additional comments on this teaching unit and any suggestions for improvement. Comments may be entered in the space below.