Mississippi History on Loan

BUILDING THE DREAM:

The History of the Tennessee-Tombigbee Waterway

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

Jamie Whitten Lock and Dam, 2014. MDAH Museum Division Education.

For more information please contact:
MDAH Museum Division P.O. Box 571 Jackson, MS 39205
Phone: 601-576-6800 Fax: 601-576-6815 outreachprograms@mdah.ms.gov

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		
Common Core Language Arts	Grade 4	RI7, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6
	Grade 5	RI7, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6
	Grade 6	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
	Grade 7	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
	Grade 8	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
	Grades 9-10	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
	Grades 11-12	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
Common Core Math	Sixth Grade	6.G2
	Seventh Grade	7.G6
Social Studies	Fourth Grade Mississippi Studies	1a, 1b, 1c, 3a, 3c, 4c, 5d, 5e,
	Ninth Grade Mississippi Studies	1f, 3a, 5c
	High School, United States History from Post-Reconstruction to Present	4f
	High School Local Resource Studies	1c, 2a, 3
	High School Local Culture	1c

Mississippi History on Loan

BUILDING THE DREAM

Film Questionnaire

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.

Mississippi History on Loan

BUILDING THE DREAM

Film Questionnaire Answer Key

Name _____ **Date** _____

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.

Name _____ **Date**_____

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.

26. The 1984 Energy and Water Appropriation Bill allowed for $202 million to complete construction on the Tenn-Tom Waterway.

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.

Mississippi History on Loan

BUILDING THE DREAM

Timeline of Events Answer Key

Name _____ **Date** _____

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

__5__ Construction begins on the Tennessee-Tombigbee Waterway.

__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.

__6__ National Environmental Policy Act causes hold up on construction.

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	I	A	B

Aberdeen	affirmative action	Alabama
appeal	Amory	bipartisanship
CLEAN	coalition	Columbus
Demopolis	environment	Florida
Gholson	Keady	Kentrucky
legislation	lobbying	lock
Mississippi	Pickensville	Rankin
Tennessee	Tombigbee	USACE
Vienna	waterway	Wilkins

BUILDING THE DREAM

Word Search Answer Key

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	I	A	B

Aberdeen	affirmative action	Alabama
appeal	Amory	bipartisanship
CLEAN	coalition	Columbus
Demopolis	environment	Florida
Gholson	Keady	Kentrucky
legislation	lobbying	lock
Mississippi	Pickensville	Rankin
Tennessee	Tombigbee	USACE
Vienna	waterway	Wilkins

Identifications

Name _____ **Date** _____

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:

Identifications Answer Key

Name _____ **Date** _____

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.

Identifications Continued Answer Key

Name _____ **Date** _____

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 enviromentalist 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 accomodate 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

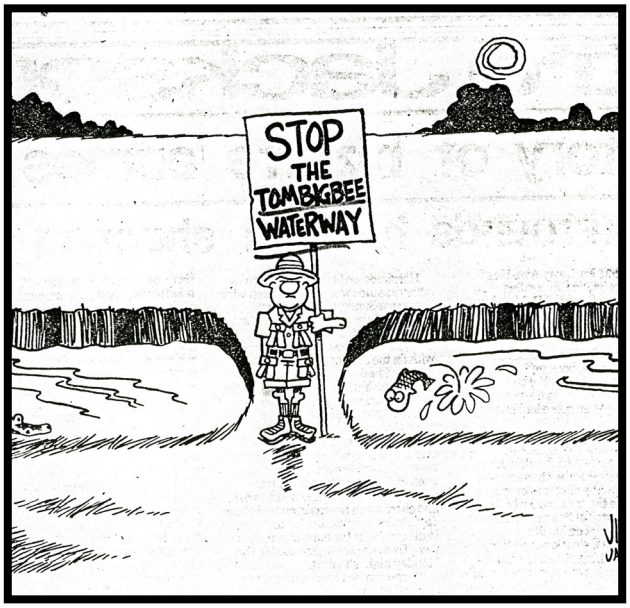
1. What is your first reaction to this cartoon?
2. What message do you think the artist is trying to publicize?
3. What do you notice about the single character in the cartoon? What do you think his occupation could be?
4. What do you think the purpose of the animals is for?
5. Does the text add significance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

Bottom Cartoon

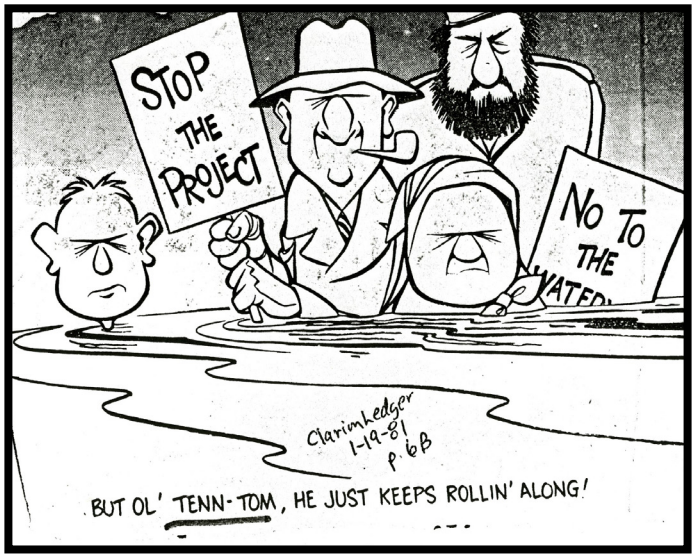
1. What is the first thing that jumps out at you?
2. What message do you think the artist is trying to publicize?
3. What do you notice about the people depicted in the cartoon?
4. Why do you think the artist chose to depict people with a certain appearance?
5. What other waterway does the caption text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



The **Jackson Daily News**, *August 19, 1981. MDAH Archives and Records Services. Used with the permission of the* **Jackson Daily News.**



The **Clarion Ledger**, *January 19, 1981. MDAH Archives and Records Services. Used with the permission of the* **Clarion Ledger.**

Name _____ **Date** _____

Directions: In the space below draw a Tenn-Tom Waterway political cartoon.

BUILDING THE DREAM

Voice Your Opinion

Name _____ **Date** _____

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.

BUILDING THE DREAM

Who's Who?

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): _____

_____

_____

_____

_____

_____

_____

President Johnson (Democrat): _____

_____

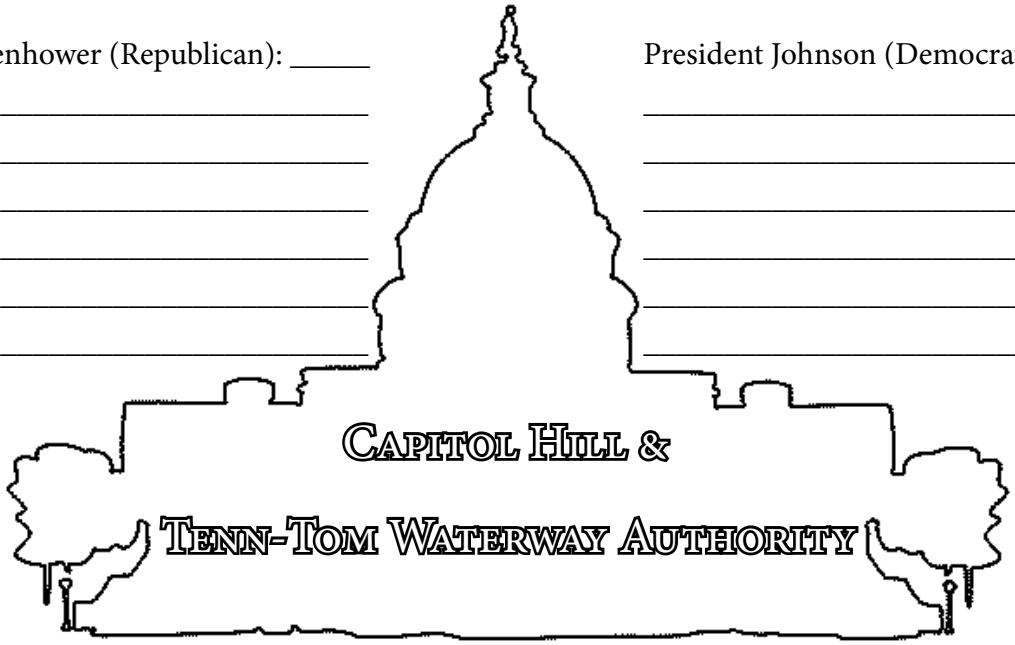
_____

_____

_____

_____

_____



President Nixon (Republican): _____

_____

_____

_____

_____

President Carter (Democrat): _____

_____

_____

_____

_____

President Reagan (Republican): _____

_____

_____

_____

_____

Glover Wilkins: _____

_____

_____

_____

_____

Hunter Gholson: _____

_____

_____

_____

_____

Who's Who? Continued

Name _____ **Date** _____

Senator John Stennis (Democrat): _____

Representative Jamie Whitten (D): _____

Representative John Rankin (D): _____

Judge William Keady: _____

MISSISSIPPI

Representative Jack Edwards (Republican): _____

Senator John Sparkman (Democrat): _____

Representative Tom Bevill (Democrat): _____

Senator Howell Heflin (Democrat): _____

ALABAMA

Who's Who? Answer Key

Name _____ **Date** _____

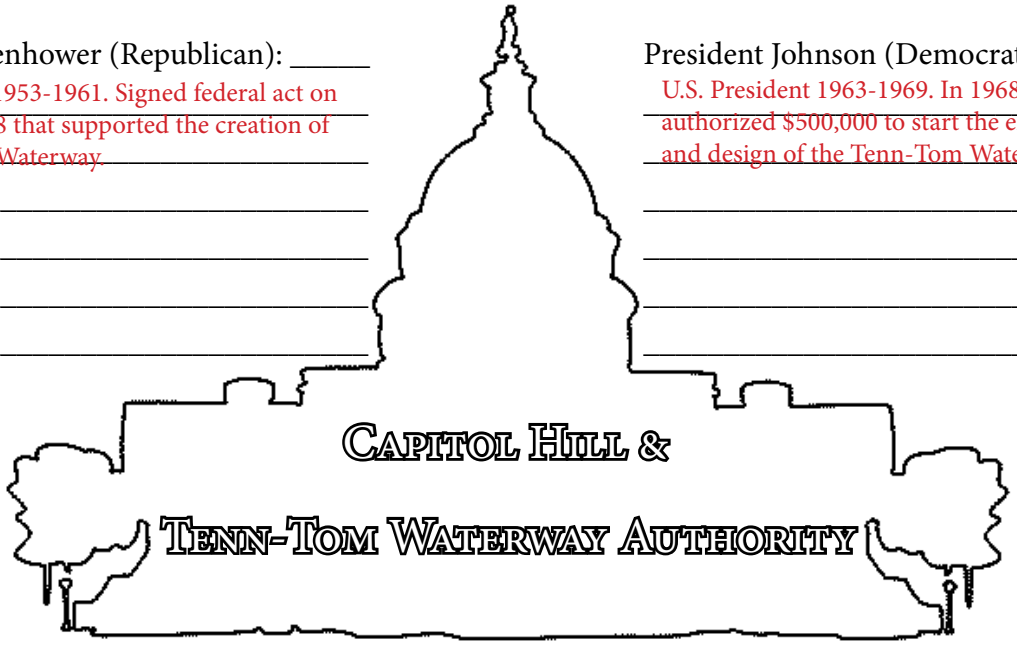
Directions: Although the Tenn-Tom Waterway is located in western Alabama and eastern Mississippi, its impact reaches much farther. It took the hard work of many men and women to bring the waterway to fruition. This activity highlights some of the public figures responsible for the success of the Tenn-Tom 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): _____

U.S. President 1969-1974. Speaker at the groundbreaking ceremony for the Tenn-Tom in Mobile, Alabama on May 25, 1971.

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.

President Reagan (Republican): _____

U.S. President 1981-1989.

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 transfered from D.C. courts to northeast Mississippi.

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 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.

MISSISSIPPI

Representative Jack Edwards (Republican):

In office 1965-1985. Helped convince President Nixon of the importance of funding the Tenn-Tom.

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): _____

In office 1987-1992. Supporter of the Tenn-Tom in the early 1980s.

ALABAMA

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.

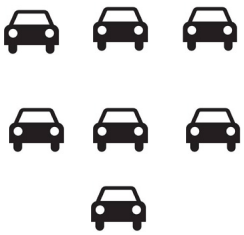
BUILDING THE DREAM

Mapping the Tenn-Tom Waterway

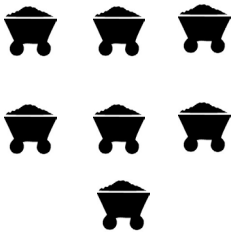
Name _____ **Date** _____

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.

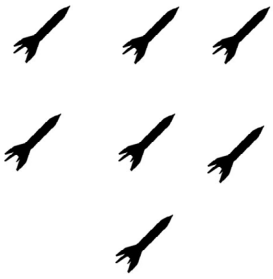
Auto



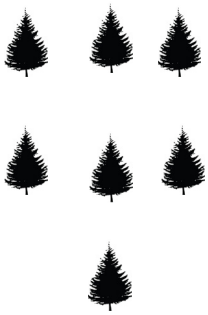
Coal



National Security



Forestry



Name _____ **Date** _____

Restudy of Tennessee-Tombigbee Waterway: Alabama and Mississippi, ***June 30, 1960. U.S. Army Engineer District, Mobile. MDAH Archives and Records Services.***

BUILDING THE DREAM

Mapping the Tenn-Tom Waterway Answer Key

Name _____ **Date** _____

Restudy of Tennessee-Tombigbee Waterway: Alabama and Mississippi, ***June 30, 1960. U.S. Army Engineer District, Mobile. MDAH Archives and Records Services.***

Note: As long as the icons make logical sense on their placement, it is alright if they are not exact.

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			
Lock	**Height of Lift**	**Width**	**Length**
Howell Heflin L&D, Gainesville, Alabama	36 ft.	110 ft.	600 ft.
Tom Bevill L&D, Pickensville, Alabama	27 ft.	110 ft.	600 ft.
John C. Stevens L&D, Columbus, Mississippi	27 ft.	110 ft.	600 ft.
Aberdeen L&D, Aberdeen, Mississippi	27 ft.	110 ft.	600 ft.
Amory Lock, Amory Mississippi	30 ft.	110 ft.	600 ft.
Glover Wilkins Lock, Smithville, Mississippi	25 ft.	110 ft.	600 ft.
Fulton Lock, Fulton Mississippi	25 ft.	110 ft.	600 ft.
John Rankin Lock, Itawamba County, Mississippi	30 ft.	110 ft.	600 ft.
G.V. Montgomery L&D, Itawamba County, Mississippi	30 ft.	110 ft.	600 ft.
Jamie Whitten L&D, Tishomingo County, Mississippi	84 ft.	110 ft.	600 ft.

Volume Formula: V= H x W x L

Jamie Witten Lock and Dam, 2014. MDAH Museum Division Education.

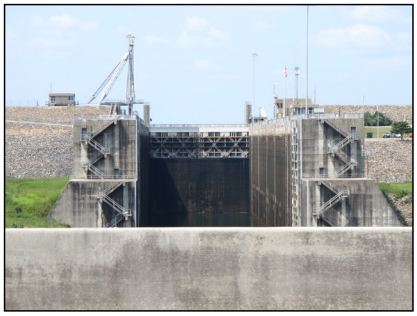
1. Gainesville L&D: _____
2. Aliceville L&D: _____
3. Columbus L&D: _____
4. Aberdeen L&D: _____
5. Lock A: _____
6. Lock B: _____
7. Lock C: _____
8: Lock D: _____
9. Lock E: _____
10. Bay Springs L&D: _____

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			
Lock	**Height of Lift**	**Width**	**Length**
Howell Heflin L&D, Gainesville, Alabama	36 ft.	110 ft.	600 ft.
Tom Bevill L&D, Pickensville, Alabama	27 ft.	110 ft.	600 ft.
John C. Stevens L&D, Columbus, Mississippi	27 ft.	110 ft.	600 ft.
Aberdeen L&D, Aberdeen, Mississippi	27 ft.	110 ft.	600 ft.
Amory Lock, Amory Mississippi	30 ft.	110 ft.	600 ft.
Glover Wilkins Lock, Smithville, Mississippi	25 ft.	110 ft.	600 ft.
Fulton Lock, Fulton Mississippi	25 ft.	110 ft.	600 ft.
John Rankin Lock, Itawamba County, Mississippi	30 ft.	110 ft.	600 ft.
G.V. Montgomery L&D, Itawamba County, Mississippi	30 ft.	110 ft.	600 ft.
Jamie Whitten L&D, Tishomingo County, Mississippi	84 ft.	110 ft.	600 ft.

Volume Formula: V= H x W x L



Jamie Whitten Lock and Dam, 2014. MDAH Museum Division Education.

1. Gainesville L&D: 36 x 110 x 600 = 2,376,000 liters = V
2. Aliceville L&D: 27 x 110 x 600 = 1,782,000 liters = V
3. Columbus L&D: 27 x 110 x 600 = 1,782,000 liters = V
4. Aberdeen L&D: 27 x 110 x 600 = 1,782,000 liters = V
5. Lock A: 30 x 110 x 600 = 1,980,000 liters = V
6. Lock B: 25 x 110 x 600 = 1,650,000 liters = V
7. Lock C: 25 x 110 x 600 = 1,650,000 liters = V
8: Lock D: 30 x 110 x 600 = 1,980,000 liters = V
9. Lock E: 30 x 110 x 600 = 1,980,000 liters = V
10. Bay Springs L&D: 84 x 110 x 600 = 5,544,000 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

Mississippi History on Loan

BUILDING THE DREAM

Teacher Evaluation

COMPLETE BOTH SIDES AND PLEASE MAIL OR FAX TO THE ADDRESS ON THE NEXT PAGE. THANK YOU!

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?

Teacher Evaluation Continued

Please rate the following lesson materials and activities by circling the appropriate number.

4=excellent, **3**=good, **2**=average, **1**=inadequate

Directions and Notes	4	3	2	1
Curricular Connections	4	3	2	1
Student Worksheets	4	3	2	1
Film Questionnaire	4	3	2	1
Timeline of Events	4	3	2	1
Word Search	4	3	2	1
Identifications	4	3	2	1
Political Cartoons	4	3	2	1
Voice Your Opinion	4	3	2	1
Who's Who	4	3	2	1
Affirmative Action and the Tenn-Tom Waterway	4	3	2	1
Mapping the Tenn-Tom Waterway	4	3	2	1
Turn Up the Volume	4	3	2	1
Extension Activity: Hashing It Out	4	3	2	1
Overall Lesson	4	3	2	1

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

Museum Division
Mississippi Department of Archives and History
P.O. Box 571, Jackson, MS 39205
Phone: 601-576-6800 Fax: 601-576-6815
outreachprograms@mdah.ms.gov