

VOICES
PEACE • PRIDE • ACTIVISTS • SOCIAL ACTION

THE TRAIL OF TEARS

Many humane, heroic stories
Were written, 'long the way-
A monument, for one of them-
Still stands until this day-
It seems one noble woman
It was Chief Ross' wife-
Gave her blanket to a sick child
And in so doing, gave her life-
She is buried in an unmarked grave-
Dug shallow near the "Trail"-
Just one more tragic ending
In this tragic, shameful tale-

The Never-ending Trail
Abe "Del" Jones



The Trail of Tears
Painting Dana Tiger

Grade Level

4-7

Curriculum Area

Art • Geography • History • Language Arts • Math

Overview

The Trail of Tears is a historical event in American history that forcibly removed 16,000 Cherokee people from their original homes and forced them to settle in parts of Oklahoma. This unit will specifically trace the removal of Cherokee Indians from their homes in Georgia. Students need to be made aware of this part of American history so that they develop a better understanding of some of the historical events that shaped this country. Many Indian people have been depicted as untamed savages. Students will discover that Indians were, and are, in fact, very civilized people that have their own schools, religions and systems of government. The removal of the Cherokee was just one of the many trails of tears for the people of Indian Nations.

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Objectives

To develop awareness about the contributions of Indians (Native Americans) to the history of the United States.

To learn that there are many great people who developed systems of government, language and expressed a belief in a higher power.

To understand how Native peoples were portrayed in many of the history books, movies, and literature.

To ensure that students are presented with different sides of historical events so that they can develop their own opinions about people who may be different from them.

Key Words

"Trail of Tears"

Definition-An historical event in American history that forcibly removed thousands of Indian peoples from their original homes and forced them to settle in parts of Oklahoma.

Context-The "Trail of Tears" removed thousands of Indian peoples from their original homes and forced them to settle in parts of Oklahoma.

Legend

Definition-A traditional story which may or may not be true.

Context-To this day, the Legend of Cherokee Rose prospers along the route of the "Trail of Tears."

Assimilated

Definition-Absorbed into the prevailing culture.

Context-Other Americans did not want the Indians to be assimilated.

Non-assimilated

Definition- Refused to absorb into the prevailing culture.

Context- Many Indians stayed to fight the soldiers but were also forced to leave their lands.

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Genocide

Definition-The deliberate and systematic destruction of a racial, political or cultural group.

Context- Some Cherokee were led from their homes and marched Westward in the dead of winter without shoes, coats, blankets or anything to protect them from the below zero temperatures.

Diplomacy

Definition-The practice and art of conducting negotiations with other people or nations.

Context-In the end, the Cherokee's attempt at diplomacy and adaptation failed.

Indian Removal Act of 1830

Definition-Legislation passed in 1830 that ordered the removal of all Native Americans to territories west of the Mississippi River.

Context-On May 23rd, Congress passed Jackson's Indian Removal Act and Georgia swiftly passed its own legislation.

Activities

Activity

Students will make a replica of the Cherokee Rose. This rose is the symbol of the pain and suffering of the "Trail Where They Cried." It is said that the mothers of the Cherokee grieved so much that the chiefs prayed for a sign to lift the mother's spirits and give them strength to care for their children. From that day forward, a beautiful new flower, a rose, grew wherever a mother's tear fell to the ground. The rose is white, for the mother's tears. It has a gold center, for the gold taken from the Cherokee lands, and seven leaves on each stem that represent the seven Cherokee clans that made the journey. To this day, the Cherokee Rose prospers along the route of the "Trail of Tears." The Cherokee Rose is now the official flower of the State of Georgia.

Activity

Students will trace the Cherokee's route in "The Trail of Tears" from Georgia to Oklahoma. They will be able to estimate the number of miles the Cherokee had to travel each day to make the trek from Georgia to Oklahoma in a specific time frame.

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THE TRAIL OF TEARS Activities

Activity

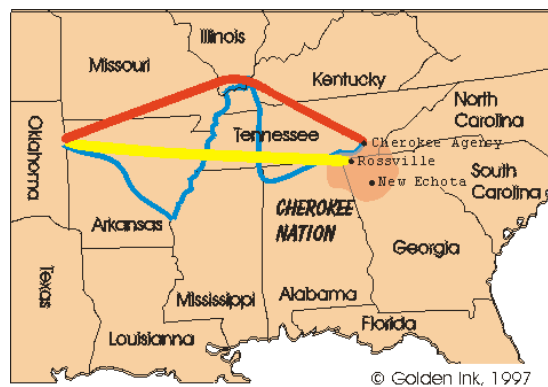
Students will analyze Sequoyah's "Talking Leaves." This was a system of language that Sequoyah, a Cherokee Indian of mixed ancestry, developed to help his people become literate. They will then develop a special written system of communicating to each other. Use "Pig-Latin" as an example of what the students will be developing. The students will trace the Cherokee's route in "The Trail of Tears" from Georgia.

Activity

Discuss the efforts and compromises that the Cherokee people made to adapt and live peacefully with their new neighbors. What does the capital Echota symbolize? Discuss how and why their efforts failed.

Activity

In 1830, Congress passed the Indian Removal Act. In 1832, the Supreme Court found Georgia's Cherokee legislation unconstitutional. Review the United States Constitution and debate the two decisions in class. Do you think the Cherokee legislation was unconstitutional? Why or why not? Do you think the Indian Removal Act was constitutional? Why or why not?



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Night Watch Donald Vann



The Trail of Tears Conrad R. Stein

Resources

- Banks, Sara H. *Remember My Name*. Niwot, Colorado: Roberts Rinehart Publishers. 1993.
- Bealer, Alex W. *Only the Name Remains: The Cherokee and the Trail of Tears*. Boston, Massachusetts: Little, Brown and Company. 1972.
- Brill, Marlene Targ. *The Trail of Tears: The Cherokee Journey From Home*. Brookfield, Connecticut: The Millbrook Press. 1995.
- Lucas, Eileen. *The Cherokees: People of the Southwest*. Brookfield, Connecticut: The Millbrook Press. 1993.
- Stein, Conrad R. *The Trail of Tears*. Chicago, Illinois: Childrens Press. 1993.
- Stewart, Elisabeth J. *On the Long Trail Home*. New York, New York: Clarion Books. 1994.
- White, Anne Terry. *The False Treaty: The Removal of the Cherokee from Georgia*. New York, New York: Scholastic Books. 1970.

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Internet Links

Teachers

The Trail of Tears

<http://rosecity.net/tears/>

Official Site of the Cherokee Nation

<http://www.cherokee.org/>

Students

The Trail of Tears

<http://ngeorgia.com/history/cherokeeindex.html>

Map of the Trail of Tears

<http://ngeorgia.com/history/trailoftearsmap.html>

Textbooks

- **Social Studies**

United States

Unit 1 Chapter 2

Lesson 2

Pages 87-89

Harcourt Brace

- **The False Treaty**

The Removal of the Cherokee from Georgia.

Anne White

Scholastic Books. 1970.

- **Write Source**

Writers Inc Sourcebook

D.C. Heath and Company



Sequoyah

<http://ngeorgia.com/people/sequoyah.html>

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Standards and Expectations

• *MPS Standards Level 5 Social Studies B.5.1.SS*

Interpreting information and sources. Understands the United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

• *MPS Expectations Level 5 Social Studies B.5.1.SS-1*

Interpret the past using a variety of sources (charts, graphs, timelines, political cartoons), evaluate and interpret credibility of the source (participants, witnesses, reporters and historians). Understands how early state and federal policy influenced various Native American tribes (e.g. survival strategies by individual Native American leaders, the Cherokee and Choctaw removals).

• *Wisconsin's Model Academic Standards for Social Studies E.4.11*

Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

• *Wisconsin State Expectations E.2037*

Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

• *Wisconsin's Model Academic Standards for Social Studies C.4.6*

Locate, organize, and use relevant information to understand issues in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals.

• *Wisconsin's Model Academic Standards for Social Studies C.4.12*

Give examples of important contributions made by citizens of the United States

• *Wisconsin's Model Academic Standards for Social Studies B.4.1*

Identify and examine various sources of information that are used for constructing an understanding of the past.

• *Wisconsin's Model Academic Standards for Reference Materials E.5.3*

Use a variety of methods to obtain materials to support research.

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Assessment

Do you agree or disagree with government policy that relocated Native Americans from their homeland reservations? Discuss the similarities and differences between cultures of Native American and American expansionists. Try to place yourself in the shoes of a young American expansionist in the 1800s. Would you venture west to find gold? How do you think your expedition would affect the Native Americans already living there?



He Traveled With Us and Called Many Names
Dorothy Sullivan