

Delaware Model Unit

Unit Title: Trail of Tears

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Affiliation: Appoquinimink School District, Louis L. Redding Middle School

Content Area: Social Studies

Grade Level: 8th Grade

Standards: *History Standard Two 6-8b*

Summary of Unit

This unit is about using the Trail of Tears as an analysis of a major historical event. The “Trail of Tears” is a dark episode in our nation’s history and it is important for young historians to see the different point of views concerning this event.

Unit Essential Question: Why should historians use multiple perspectives and points of view when writing historical texts?

Overview:

Summative Assessment: Students will look at different viewpoints of the Trail of Tears and create their own “Trail of Tears” Chapter sections being sure to include all points of view.

Lesson #1: “Hoodwinked” In this lesson the students will be watching the movie “Hoodwinked.” Before starting the movie they will fill out half of a graphic organizer asking them what they remember from the fairy tale “Little Red Riding Hood.” While they are watching the movie they will see how different points of view change the story. Once the movie is complete they will complete the rest of the graphic organizer and discuss point of view. (2-3 days)

Lesson #2: “Columbus Day” This lesson will use the Discovery of America to review point of view. Students will read an account of the Columbus landing in America from the European perspective. After reading the account and answering questions, the students will listen as the teacher reads, “Encounter” by Jane Yolen. After hearing the story the students will see how two different perspectives of the same event can change the way it is interpreted. (1 day)

Lesson #3: “Your Friend, Andrew Jackson” The students will be reading a letter sent from Andrew Jackson to the Indians from February 16, 1835. In this letter, the students will read how Andrew Jackson claims he is simply trying to help the Indians and explain why they should move. (1 day)

Lesson #4: “Murder is Murder” This account comes from a Private in the U.S. Army who escorted the Cherokees on their journey to the new territory. This is a powerful, detail rich entry, and the students will need to read carefully. (1 day)

Lesson #5: “Native Voices” The students will be reading accounts from the Native American perspective of “The Trail of Tears”. (1 day)

Lesson #6: “Create a Textbook” Students will be creating their own textbook section of the “Trail of Tears.” They will include all the different viewpoints that they were presented with in their final product. (2 days)

Lesson 1

“Hoodwinked”

Abstract: This lesson will introduce point of view and perspective by using the story of “Little Red Riding Hood” and the movie “Hoodwinked”.

Audience: Grade 8

Estimated time to complete: 120-180 minutes

Benchmark Addressed: *History Standard Two 6-8b:* Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as purpose, perspective, or point of view for which they were constructed.

Essential Question: How do different perspectives change the meaning of an event?

Materials Needed:

- Copies of Appendix 1: Hoodwinked Graphic Organizer
- Copy of the movie Hoodwinked

Vocabulary:

- Historical Phenomenon: exceptional, unusual, or abnormal persons, things, or occurrences that are of interest to those who investigate the past.
- Perspective: one's mental view of something.
- Credibility: the status of being believable or trusted.
- Point of View: a position from which something is considered or evaluated.

Procedures:

1. Preview the Unit: Tell the students that they will be learning about the Indian Removal Act and the Trail of Tears. They will be learning the causes behind the Removal Act and the Trail of Tears. The end product will be the students using their own interpretation to write a textbook section on the Trail of Tears.
2. Introduce Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students.
3. Introduce Terms and/or Concepts: Introduce the vocabulary terms for the lesson. Have the students copy the terms and definitions into their notebooks. Use the terms in sentences and have the students create their own sentences using the terms correctly.

4. Preview Activity: Distribute copies of Appendix 1: Hoodwinked and project a copy on a screen as well.
 - a. Part I: Teacher will announce that they will begin by learning about point of view and perspective. The example you will discuss with the class will be to discuss their basic knowledge of “Little Red Riding Hood”. You may want to read the fairy tale with them to refresh their memory and get a more detailed discussion.
 - b. Part II: Once you have discussed the fairy tale, have the students either as individuals or as a class fill out the first part of the Appendix 1.
 - c. Part III: Watch the movie “Hoodwinked,” as they watch it, tell the students to pay attention to how their conception of the story changes as more points of view are added to the story. Students will complete Appendix 1 after watching the movie. When complete, hold a class discussion on how different points of view affect the understanding of a story/event.

Checks for Understanding:

At the end of the lesson give a ticket out the door based on the Essential Question.

Wolf: _____

Woodsman: _____

Grandma: _____

After Watching Hoodwinked: How does your understanding of the story change based on hearing other points of view? Why do you think historians incorporate different points of view when analyzing historical events?

Lesson 2

“Columbus Day”

Abstract: In this lesson students will examine two different points of view of the same event, the Discovery of America.

Audience: Grade 8

Estimated time to complete: 50-60 minutes

Benchmark Addressed: *History Standard Two 6-8b:* Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as purpose, perspective, or point of view for which they were constructed.

Essential Question: How do political parties develop over time?

Materials Needed:

- Copies of Appendix 1: “Columbus Lands in America”
- Copy of Encounter by Jane Yolen

Vocabulary:

- Review vocabulary from previous lesson.

Procedures:

1. Preview the Lesson: Tell the students that we will be continuing our understanding of point of view by looking at a very popular event in history, the Discovery of America.
2. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students.
3. Review Terms and/or Concepts: Review the terms with the class and have them share their sentences using the terms from the previous day.
4. Building Content Knowledge: Pass out Appendix 1 to each student.
 - a. Part I: Students will read a selection of text from the European perspective of the Discovery of America. Once students have read the selection they will answer the questions.
 - b. Part II: The teacher will read the book “Encounter” to the class. Tell the students to pay attention and see if they recognize any of the events that

were mentioned previously and think about how they are different or similar to the European point of view.

Checks for Understanding:

Have the students write a paragraph that gives information about this event incorporating both viewpoints. Be sure to tell the students to include specific details from each viewpoint.

Name: _____

Class Period: _____



Columbus Lands in America

Directions: Read the following selection and answer the questions below.

Friday, October 12 The vessels were hove to, waiting for daylight; and on Friday they arrived at a small island called, in the language of the Indians, Guanahani. The admiral went on shore in the armed boat, and Martin Alonso Pinzon and Vincente Yanez, his brother, who was captain of the *Nina*. The admiral took the royal standard, and the captains went with two banners of the green cross.

Having landed, they saw trees very green, and much water, and fruits of diverse kinds. The admiral called to the two captains. They said that they should bear faithful testimony that he, in the presence of all, had taken possession of the said island for the king and for the queen.

Presently, many people of the island assembled. What follows are the actual words of the admiral in his book of the first navigation and discovery of the Indies.

“I,” he says, “wanted us to form a great friendship, for I knew that they were a people who could be more easily freed and converted to our holy faith by love than by force. So I gave to some of them red caps, and glass beads to put round their necks, and many other things of little value, which gave them great pleasures, and made them so much our friends that it was a marvel to see.

“They afterwards came to the ship’s boats where we were, swimming and bringing us parrots, cotton threads in skeins, darts, and many other things. And we exchanged them for other things that we gave them, such as glass beads and small bells. In fine, they took all, and gave what they had with good will. IT appeared to me to be a race of people very poor in everything.

“All I saw were youths, none more than 30 years of age. They are very handsome. Their hair is short and coarse, almost like the hairs of a horse’s tail. They wear the hairs brought down to the eyebrows, except a few locks behind, which they wear long and never cut. They paint themselves black, and they are the color of the Canarians, neither black nor white. Some paint themselves white, others red and others of what color they find. Some paint their faces, others the whole body, some only round the eyes, others only on the nose.

“They neither carry nor know of anything of arms, for I showed them swords, and they took them by the blade and cut themselves through ignorance. They have no iron, their darts being wands without iron, some of them having a fish’s tooth at the end, and others being pointed in various ways.

“They are all of fair stature and size, with good faces, and well made. I saw some with marks of wounds on their bodies, and I made signs to ask what it was. And they gave me to understand that people from other adjacent islands came with the intention of seizing them, and that they defended themselves.

“They should be good servants and intelligent, for I saw that they quickly took in what was said to them. I believe that they would easily be made Christians, as it appeared to me that they had no religion. I will take, at the time of my departure, six of them for your Highness, that they may learn to speak. I saw no beast of any kind, except parrots, on this island.”

The above is in the words of the admiral.

1. Who do you think wrote this entry? Who is the admiral, who spoke the direct quotes in the entry?

2. What are the strengths of this entry? What facts can you learn by reading it?

3. What information is missing from the entry?

4. According to the entry, how does the admiral view the natives?

Lesson 3

“Your Friend, Andrew Jackson”

Abstract: In this lesson students will learn some background information leading up to the Trail of Tears. They will read and analyze a letter to the Native Americans from Andrew Jackson.

Audience: Grade 8

Estimated time to complete: 50-60 minutes

Benchmark Addressed: *History Standard Two 6-8b:* Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as purpose, perspective, or point of view for which they were constructed.

Essential Question: How do primary sources have strengths and weaknesses that historians must consider when interpreting a historical event?

Materials Needed:

- Copies of Appendix 1: “Historical Background Info Sheet”
- Copies of Appendix 2: “Jacksons Warning”

Vocabulary:

- Indian Removal Act: Allowed President Andrew Jackson to remove the Indians from the southeastern part of the United States in exchange for western land.
- Purpose: an aim or end to be attained.

Procedures:

1. Preview the Lesson: Tell the students that the last two lessons have been building their knowledge of point of view and perspective. Today they will learn some background information leading up to the Trail of Tears. Once they have the basic background knowledge, they will analyze a letter from Andrew Jackson.
2. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students.
3. Review Terms and/or Concepts: Review the vocabulary terms for the lesson. Have the students write the new terms into their notebooks.
4. Building Content Knowledge:

- a. Part I: Students will receive a copy of Appendix 1. Students will read the information and created an outline of the information with a main idea and at least four details.
- b. Part II: Students will receive a copy Appendix 2. They will read the letter from Andrew Jackson and answer the questions. Once they have answered the questions have a class discussion talking about the letter and questions.

Checks for Understanding:

Ticket out the Door will ask the students, “What led to the Indian Removal Act? What was Andrew Jackson’s point of view?”

Indian Removal Act of 1830

INTRODUCTION

On May 26, 1830, the Indian Removal Act of 1830 was passed by the Twenty-First Congress of the United States of America. After four months of strong debate, Andrew Jackson signed the bill into law. Land greed was a big reason for the federal government's position on Indian removal. This desire for Indian lands was also abetted by the Indian hating mentality that was peculiar to some American frontiersman.

This period of forcible removal first started with the Cherokee Indians in the state of Georgia. In 1802, the Georgia legislature signed a compact giving the federal government all of her claims to western lands in exchange for the government's pledge to extinguish all Indian titles to land within the state. But by the mid-1820's Georgians began to doubt that the government would withhold its part of the bargain. The Cherokee Indian tribes had a substantial part of land in Georgia that they had had for many generations though. They were worried about losing their land so they forced the issue by adopting a written constitution. This document proclaimed that the Cherokee nation had complete jurisdiction over its own territory.

But by now Indian removal had become entwined with the state of Georgia's rights and the Cherokee tribes had to make their claims in court. When the Cherokee nation sought aid from newly elected president Andrew Jackson, he informed them that he would not interfere with the lawful prerogatives of the state of Georgia. Jackson saw the solution of the problem with the removal of the Cherokee tribes to lands west. This would keep contact between Indians and colonists rare. He suggested that laws be past so that the Indians would have to move west of the Mississippi river.

Similar incidents happened between the other "civilized" tribes and white men. The Seminole tribe had land disputes with the state of Florida. The Creek Indians fought many battles against the federal army so they could keep their land in the states of Alabama and Georgia. The Chickasaw and Choctaw had disputes with the state of Mississippi. To ensure peace the government forced these five tribes called the Five Civilized Tribes to move out of their lands that they had lived on for generations and to move to land given to them in parts of Oklahoma. Andrew Jackson was quoted as saying that this was a way of protecting them and allowing them time to adjust to the white culture. This land in Oklahoma was thinly settled and was thought to have little value. Within 10 years of the Indian Removal Act, more than 70,000 Indians had moved across the Mississippi. Many Indians died on this journey.

"The Trails of Tears"

The term "Trails of Tears" was given to the period of ten years in which over 70,000 Indians had to give up their homes and move to certain areas assigned to tribes in Oklahoma. The tribes were given a right to all of Oklahoma except the Panhandle. The government promised this land to them "as long as grass shall grow and rivers run."

Unfortunately, the land that they were given only lasted till about 1906 and then they were forced to move to other reservations.

The Trails of Tears were several trails that the Five Civilized Tribes traveled on their way to their new lands. Many Indians died because of famine or disease. Sometimes a person would die because of the harsh living conditions. The tribes had to walk all day long and get very little rest. All this was in order to free more land for white settlers. The period of forcible removal started when Andrew Jackson became President in 1829. At that time there was reported to be sightings of gold in the Cherokee territory in Georgia which caused prospectors to rush in, tearing down fences and destroying crops. In Mississippi, the state laws were extended over Choctaw and Chickasaw lands, and in 1830 the Indians were made citizens which made it illegal to hold any tribal office. Also in Georgia, the Cherokee tribes were forbade to hold any type of tribal legislature except to ratify land cessions, and the citizens of Georgia were invited to rob and plunder the tribes in their are by making it illegal for an Indian to bring suit against a white man.

When President Jackson began to negotiate with the Indians, he gave them a guarantee of perpetual autonomy in the West as the strongest incentive to emigration.

The Five tribes gave all of their Eastern lands to the United States and agreed to migrate beyond the Mississippi by the end of the 1830's. The Federal agents accomplished this by bribery, trickery, and intimidation. All of the treaties signed by the Indians as the agreed to the terms of the removal contained guarantees that the Indians, territory should be perpetual and that no government other than their own should be erected over them without their consent.

Andrew Jackson Gave a speech on the Indian removal in the year of 1830. He said, "It gives me great pleasure to announce to Congress that the benevolent policy of the government, steady pursued for nearly thirty years, in relation with the removal of the Indians beyond the white settlements is approaching to a happy consummation."

"The consequences of a speedy will be important to the United States, to individual states, and to the Indians themselves. It puts an end to all possible danger of a collision between the authorities of the general and state governments, and of the account the Indians. It will place a dense population in large tracts of country now occupied by a few savaged hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the Southwestern frontier and render the adjacent states strong enough to repel future invasion without remote aid."

-http://www.studyworld.com/indian_removal_act_of_1830.htm

Name: _____

Class Period: _____

Jackson Warns the Seminoles

Directions: Read the following selection and answer the questions below.

My Children-

I am sorry to have heard that you have been listening to bad counsel. You know me. You know that I would not deceive nor advise you to do anything that was unjust or harmful. Open your ears and attend to what I shall now say to you. They are the words of a friend and words of truth.

The white people are settling around you. The game has disappeared from your country. Your people are poor and hungry. All this you have known for some time. I tell you that you must go and that you will go. Even if you had a right to stay, how could you live where you now are? You have sold all your country. You have not a piece as large as a blanket to sit down upon. What is to support yourselves, your women, and children?

The tract you have given up will soon be surveyed and sold. Immediately afterwards, it will be occupied by a white population. You will soon be in a state of starvation. You will be forced to rob and plunder the property of our citizens. You will be resisted, punished, perhaps killed.

Now is it not better peaceably to move to a fine, fertile country, occupied by your own kindred, where you can raise all the necessities of life, and where game is yet abundant? The annuities payable to you and the other arrangements made in your favor will make your situation comfortable. They will enable you to increase and improve.

If, therefore, you had a right to stay, where you now are, still every true friend would advise you to move. But you have no right to stay, and you must go. I am very desirous that you should go peaceably and voluntarily. You shall be comfortably taken care of and kindly treated on the road. When you arrive in your new country, supplies will be issued to you for a year so can have ample time to provide for your future support.

But in case some of your rash young men should forcibly oppose your arrangements for removal, I have ordered a large military force to be sent among you. I have directed that one-third of your people, as provided for in the treaty, be removed during the present season. If you listen to the voice of friendship and truth, you will go quietly and voluntarily. But should you listen to the bad birds that are always flying about you and refuse to move, I have then directed the commanding officer to remove you by force. This will be done. I pray the Great Spirit, therefore, to incline you to do what is right.

Your friend,

A. Jackson

Washington, February 16, 1835

1. What are the strengths of this entry? What facts can you learn by reading it?

3. What information is missing from the entry?

4. Andrew Jackson signs his letter "Your friend." Do you think Jackson is the Seminoles' friend? Why or why not?

Lesson 4

“Murder is Murder”

Abstract: In this lesson students will examine the experience of a soldier who escorted the Native Americans on the Trail of Tears.

Audience: Grade 8

Estimated time to complete: 50-60 minutes

Benchmark Addressed: *History Standard Two 6-8b:* Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as purpose, perspective, or point of view for which they were constructed.

Essential Question: How do primary sources have strengths and weaknesses that historians must consider when interpreting a historical event?

Materials Needed:

- Copies of Appendix 1: “John G. Burnett’s Story of the Removal of the Cherokees”

Vocabulary:

- Review vocabulary from the previous lessons

Procedures:

1. Preview Lesson: Tell the students that in this lesson they will be looking at another account from the Trail of Tears. This one comes from John G. Burnett, who was a soldier escorting the Native Americans.
2. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students.
3. Review Terms and/or Concepts: Review the vocabulary terms for the lesson.
4. Building Content Knowledge: As a class read Appendix 1 together. Be sure to explain things that may seem unclear. This is a very detail rich recollection that has a lot of interesting details that will lead to great discussion. Once you have read the letter as a class, review the questions together and answer as a group.

Checks for Understanding:

Ticket Out the Door: Have the students write down the most interesting detail from the soldiers account.

John G. Burnett's Story of the Removal of the Cherokees

Birthday Story of Private John G. Burnett, Captain Abraham McClellan's Company, 2nd Regiment, 2nd Brigade, Mounted Infantry, Cherokee Indian Removal, 1838-39.

Children:

This is my birthday, December 11, 1890, I am eighty years old today. I was born at Kings Iron Works in Sullivan County, Tennessee, December the 11th, 1810. I grew into manhood fishing in Beaver Creek and roaming through the forest hunting the deer and the wild boar and the timber wolf. Often spending weeks at a time in the solitary wilderness with no companions but my rifle, hunting knife, and a small hatchet that I carried in my belt in all of my wilderness wanderings.

On these long hunting trips I met and became acquainted with many of the Cherokee Indians, hunting with them by day and sleeping around their camp fires by night. I learned to speak their language, and they taught me the arts of trailing and building traps and snares. On one of my long hunts in the fall of 1829, I found a young Cherokee who had been shot by a roving band of hunters and who had eluded his pursuers and concealed himself under a shelving rock. Weak from loss of blood, the poor creature was unable to walk and almost famished for water. I carried him to a spring, bathed and bandaged the bullet wound, and built a shelter out of bark peeled from a dead chestnut tree. I nursed and protected him feeding him on chestnuts and toasted deer meat. When he was able to travel I accompanied him to the home of his people and remained so long that I was given up for lost. By this time I had become an expert rifleman and fairly good archer and a good trapper and spent most of my time in the forest in quest of game.

The removal of Cherokee Indians from their life long homes in the year of 1838 found me a young man in the prime of life and a Private soldier in the American Army. Being acquainted with many of the Indians and able to fluently speak their language, I was sent as interpreter into the Smoky Mountain Country in May, 1838, and witnessed the execution of the most brutal order in the History of American Warfare. I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into six hundred and forty-five wagons and started toward the west.

One can never forget the sadness and solemnity of that morning. Chief John Ross led in prayer and when the bugle sounded and the wagons started rolling many of the children rose to their feet and waved their little hands good-by to their mountain homes, knowing they were leaving them forever. Many of these helpless people did not have blankets and many of them had been driven from home barefooted.

On the morning of November the 17th we encountered a terrific sleet and snow storm with freezing temperatures and from that day until we reached the end of the fateful journey on March the 26th, 1839, the sufferings of the Cherokees were awful. The trail of the exiles was a trail of death. They had to sleep in the wagons and on the ground

without fire. And I have known as many as twenty-two of them to die in one night of pneumonia due to ill treatment, cold, and exposure. Among this number was the beautiful Christian wife of Chief John Ross. This noble hearted woman died a martyr to childhood, giving her only blanket for the protection of a sick child. She rode thinly clad through a blinding sleet and snow storm, developed pneumonia and died in the still hours of a bleak winter night, with her head resting on Lieutenant Greggs saddle blanket.

I made the long journey to the west with the Cherokees and did all that a Private soldier could do to alleviate their sufferings. When on guard duty at night I have many times walked my beat in my blouse in order that some sick child might have the warmth of my overcoat. I was on guard duty the night Mrs. Ross died. When relieved at midnight I did not retire, but remained around the wagon out of sympathy for Chief Ross, and at daylight was detailed by Captain McClellan to assist in the burial like the other unfortunates who died on the way. Her unconfined body was buried in a shallow grave by the roadside far from her native home, and the sorrowing Cavalcade moved on.

Being a young man, I mingled freely with the young women and girls. I have spent many pleasant hours with them when I was supposed to be under my blanket, and they have many times sung their mountain songs for me, this being all that they could do to repay my kindness. And with all my association with Indian girls from October 1829 to March 26th 1839, I did not meet one who was a moral prostitute. They are kind and tender hearted and many of them are beautiful.

The only trouble that I had with anybody on the entire journey to the west was a brutal teamster by the name of Ben McDonal, who was using his whip on an old feeble Cherokee to hasten him into the wagon. The sight of that old and nearly blind creature quivering under the lashes of a bull whip was too much for me. I attempted to stop McDonal and it ended in a personal encounter. He lashed me across the face, the wire tip on his whip cutting a bad gash in my cheek. The little hatchet that I had carried in my hunting days was in my belt and McDonal was carried unconscious from the scene.

I was placed under guard but Ensign Henry Bullock and Private Elkanah Millard had both witnessed the encounter. They gave Captain McClellan the facts and I was never brought to trial. Years later I met 2nd Lieutenant Riley and Ensign Bullock at Bristol at John Roberson's show, and Bullock jokingly reminded me that there was a case still pending against me before a court martial and wanted to know how much longer I was going to have the trial put off?

The long painful journey to the west ended March 26th, 1839, with four-thousand silent graves reaching from the foothills of the Smoky Mountains to what is known as Indian territory in the West. And covetousness on the part of the white race was the cause of all that the Cherokees had to suffer.

At this time, 1890, we are too near the removal of the Cherokees for our young people to fully understand the enormity of the crime that was committed against a helpless race. Truth is, the facts are being concealed from the young people of today.

School children of today do not know that we are living on lands that were taken from a helpless race at the bayonet point to satisfy the white man's greed.

Future generations will read and condemn the act and I do hope posterity will remember that private soldiers like myself, and like the four Cherokees who were forced by General Scott to shoot an Indian Chief and his children, had to execute the orders of our superiors. We had no choice in the matter.

Twenty-five years after the removal it was my privilege to meet a large company of the Cherokees in uniform of the Confederate Army under command of Colonel Thomas. They were encamped at Zollicoffer and I went to see them. Most of them were just boys at the time of the removal but they instantly recognized me as "the soldier that was good to us". Being able to talk to them in their native language I had an enjoyable day with them. From them I learned that Chief John Ross was still ruler in the nation in 1863. And I wonder if he is still living? He was a noble-hearted fellow and suffered a lot for his race.

At one time, he was arrested and thrown into a dirty jail in an effort to break his spirit, but he remained true to his people and led them in prayer when they started on their exile. And his Christian wife sacrificed her life for a little girl who had pneumonia. The Anglo-Saxon race would build a towering monument to perpetuate her noble act in giving her only blanket for comfort of a sick child. Incidentally the child recovered, but Mrs. Ross is sleeping in a unmarked grave far from her native Smoky Mountain home.

When Scott invaded the Indian country some of the Cherokees fled to caves and dens in the mountains and were never captured and they are there today. I have long intended going there and trying to find them but I have put off going from year to year and now I am too feeble to ride that far. The fleeing years have come and gone and old age has overtaken me. I can truthfully say that neither my rifle nor my knife were stained with Cherokee blood.

I can truthfully say that I did my best for them when they certainly did need a friend. Twenty-five years after the removal I still lived in their memory as "the soldier that was good to us".

However, murder is murder whether committed by the villain skulking in the dark or by uniformed men stepping to the strains of martial music.

Murder is murder, and somebody must answer. Somebody must explain the streams of blood that flowed in the Indian country in the summer of 1838. Somebody must explain the 4000 silent graves that mark the trail of the Cherokees to their exile. I wish I could forget it all, but the picture of 645 wagons lumbering over the frozen ground with their cargo of suffering humanity still lingers in my memory.

Let the historian of a future day tell the sad story with its sighs, its tears and dying groans. Let the great Judge of all the earth weigh our actions and reward us according to our work.

Children - Thus ends my promised birthday story. This December the 11th 1890.

Questions:

1. What are the strengths of this account?
2. What is missing from this account?
3. What important information can one gather from this document?

Lesson 5

“Native Voices”

Abstract: In this lesson students will examine the oral history past down from the Native Americans regarding the Trail of Tears.

Audience: Grade 8

Estimated time to complete: 50-60 minutes

Benchmark Addressed: *History Standard Two 6-8b:* Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as purpose, perspective, or point of view for which they were constructed.

Essential Question: How do primary sources have strengths and weaknesses that historians must consider when interpreting a historical event?

Materials Needed:

- Copies of Appendix 1: “Family Stories from the Trail of Tears”

Vocabulary:

- Review vocabulary from the previous lessons

Procedures:

1. Preview Lesson: Tell the students that in this lesson they will be looking at more accounts from the Trail of Tears. These accounts come from the Native American perspective.
2. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students.
3. Review Terms and/or Concepts: Review the vocabulary terms for the lesson.
4. Building Content Knowledge: As a class read Appendix 1, interview 1 together. Be sure to explain things that may seem unclear. This is a very detail rich recollection that has a lot of interesting details that will lead to great discussion. Once you feel the class has a good understanding of what is happening, have the students work in pairs to read the rest of the interviews and answer the questions.

Checks for Understanding:

Review the questions as a class and collect.

Name: _____

Class Period: _____



Family Stories from The Trail of Tears

Directions: Read the following selections and answer the questions below.

1. An Interview with Mary Cobb Agnew; 917 North M Street; Muskogee, Oklahoma

My name was Mary Cobb and I was married to Walter S. Agnew before the Civil War. I was born in Georgia on May 19, 1840. My mother was a Cherokee woman and my father was a white man. I was only four years old when my parents came to the Indian Territory and I am now ninety-three years old. My mother and father died when I was but seven years old and I was raised by an aunt, my mother's sister. I never attended school and my education is practical except what I was taught by my husband.

My parents did not come to the Territory on the "Trail of Tears" but my grandparents on my mother's side did. I have heard them say that the United States Government drove them out of Georgia. The Cherokees had protested to the bitter end. Finally the Cherokees knew that they had to go some place because the white men would kill their cattle and hogs and would even burn their houses in Georgia. The Cherokees came a group at a time until all got to the Territory. They brought only a few things with them traveling by wagon train. Old men and women, sick men and women would ride but most of them walked and the men in charge drove them like cattle and many died enroute and many other Cherokees died in Tennessee waiting to cross the Mississippi River. Dysentery broke out in their camp by the river and many died, and many died on the journey but my grandparents got through all right.

I have heard my grandparents say that after they got out of the camp, and even before they left Georgia, many Cherokees were taken sick and later died.

The Cherokees came through Tennessee, Kentucky, part of Missouri and then down to Indian Territory on the "Trail of Tears".

Some Cherokees were already in the country around Evansville, Arkansas, before my grandparents came. They called them Western Cherokees. It was in 1838 when my grandparents came and I heard them say it was in the winter time and all suffered with cold and hunger.

My mother and father remained in Georgia about six years after Mother's folk's came on the "Trail of Tears" and Mother worried continually about her parents. Then when I was four years old, I with my parents and other kin, came west to join my grandparents. I don't know why the Government let Mother stay longer than the rest of the Cherokees in Georgia unless it was because she married a white man. We came by wagons to Memphis, Tennessee. At Memphis we took a steamboat and finally landed at Fort Gibson, Indian Territory, in June, 1844. I don't know how long it took us to come from Memphis nor do I remember the names of the towns we came through but I have heard my folks say that we had to change boats two or three times because the rivers became shallow and we had to change to smaller boats.

After our arrival at Fort Gibson, Indian Territory, we met our kinspeople in the Flint District and settled in the Territory a short way from Evansville, Arkansas. It was in the Flint District and around Fort Gibson that I grew to be a young lady.

2. Anderson, Lilian: Life story of her grandfather, Washington Lee, Cherokee Indian

In 1838, my grandfather, Washington Lee, came to the Territory and stopped at Westville. He was driven from his home in Georgia over the Trail of Tears with all the other Cherokee Indians and while on the trail somewhere he lost his father and mother and sister, and never saw them any more. He did not know whether they died or got lost.

The Cherokees had to walk; all the old people who were too weak to walk could ride in the Government wagons that hauled the food and the blankets which they allowed to have. The food was most always cornbread or roasted green corn. Some times the men who had charge of the Indians would kill a buffalo and would let the Indians cut some of it and roast it.

The food on the Trail of Tears was very bad and very scarce and the Indians would go for two or three days without water, which they would get just when they came to a creek or river as there were no wells to get water from. There were no roads to travel over, as the

country was just a wilderness. The men and women would go ahead of the wagons and cut the timber out of the way with axes.

This trail started in Georgia and went across Kentucky, Tennessee and through Missouri into the Territory and ended at Westville, where old Fort Payne was. Old Fort Wayne was built to shelter the Indians until some houses could be built.

Aunt Chin Deanawash was my grandmother's sister and she came from Georgia on the Trail of Tears. Her husband died shortly after they got out of Georgia and left her to battle her way through with three small children, one who could not walk. Aunt Chin tied the little one on her back with an old shawl, she took one child in her arms and led the other by the hand; the two larger children died before they had gone so very far and the little one died and Aunt Chin took a broken case knife and dug a grave and buried the little body by the side of the Trail of Tears.

The Indians did not have food of the right kind to eat and Aunt Chin came on alone and lived for years after this.

3. Interview with Rachel Dodge; Born 1886

Aggie Silk was my grandmother and she has told me of the many hardships of the trip to this country. Many had chills and fever from the exposure, change of country and they didn't have too much to eat. When they would get too sick to walk or ride, they were put in the wagons and taken along until they died. The Indian doctors couldn't find the herbs they were used to and didn't know the ones they did find, so they couldn't doctor them as they would have at home. Some rode in wagons, some rode horses and some had to walk. There was a large bunch when she came; she was sixteen years old. They were Cherokees and stopped close to Muldrow where they built log houses or cabins but they didn't like this country at first as everything was so strange. She married at twenty years of age.

4. Interview with Mrs. Joanna Jones nee McGhee

My mother was about twelve years old when they were forced to leave Georgia and I have heard her say that before they left their homes there that the white people would come into their houses and look things over and when they found something that they liked, they would say, "This is mine, I am going to have it", etc. When they were gathering their things to start they were driven from their homes and collected together like so many cattle. Some would try to take along something which they loved, but were forced to leave it, if it was of any size. The trip was made in covered wagons and this made many of the women sick, but they were forced along just the same. When they reached streams and rivers, they did not want to cross and they were dragged on the boats.

Grandmother always remembered it and I have often heard her say, "Some day you will be taxed out of your homes here just as we were."

1. What are the strengths of these interviews?

2. What facts can you learn by reading them?

3. What are the biggest weaknesses with the interviews?

4. What information is missing from the interviews?

Lesson 6

“Create a Textbook”

Abstract: Students will be creating their own textbook section of the “Trail of Tears.” They will include all the different viewpoints in their final product.

Audience: Grade 8

Estimated time to complete: 60-120 minutes

Benchmark Addressed: *History Standard Two 6-8b:* Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as purpose, perspective, or point of view for which they were constructed.

Essential Question: How do primary sources have strengths and weaknesses that historians must consider when interpreting a historical event?

Materials Needed:

- Copies of Appendix 1: “Text Directions”
- Copies of Appendix 2: “Text Template”
- Paper, Pens, Pencils, Color Pencils

Vocabulary:

- Review vocabulary from the previous lessons

Procedures:

1. Preview Lesson: Tell the students that in this lesson they will be creating a textbook section detailing the Trail of Tears from all the different perspectives.
2. Review Benchmark: Post benchmark somewhere visible in the room and review it with the students. If you have not done so already, review benchmark terms and their meanings with the students.
3. Review Terms and/or Concepts: Review the vocabulary terms for the lesson.
4. Building Content Knowledge:
 - a. Part 1: As a class read Appendix 1 together. Be sure to explain things that may seem unclear. Go over each part of the contents and give examples of what it should look like.
 - b. Part 2: Pass out Appendix 2. Tell the students that this template will show them how they are to lay out their textbook section. Explain to

the students that if they follow this template and use it as a rough draft they will be able to make their sections more clear and earn a better grade.

- c. Part 3: Students will work on their final textbook section. Be sure to have blank computer paper and colored pencils so students can make their images colorful.

Checks for Understanding:

This assignment will be collected and graded based on the rubric provided.

Name: _____

Class: _____

Rewrite the Textbook

Directions: You will create a section for our textbook about the Trail of Tears. Your textbook entry will need to include the following: a title, images, and multiple perspectives about the event. You will create your textbook pages on the attached template.

Contents	Total Points possible	Points Received
Appropriate title for textbook section	5	
An introductory paragraph on the Trail of Tears	10	
An appropriate subtitle for Jackson's perspective	5	
A detailed paragraph on Jackson's perspective- including a direct quote from the primary source provided	10	
An appropriate image (hand drawn or computer generated) to accompany Jackson's perspective.	5	
An appropriate subtitle for the soldier's perspective	5	
A detailed paragraph on the soldier's perspective- including a direct quote from the primary source provided	10	
An appropriate image (hand drawn or computer generated) to accompany soldier's perspective	5	
An appropriate subtitle for Indian's perspective	5	
A detailed paragraph on Indian's perspective- including a direct quote from the primary source provided	10	
An appropriate image (hand drawn or computer generated) to accompany Indian's perspective.	5	
Proofread- your text should be free from spelling, punctuation and grammatical errors	10	
Total	85	

Name: _____

Class: _____

(Title for chapter section)

(introduction to Trail of Tears)

(subtitle for Jackson's perspective)

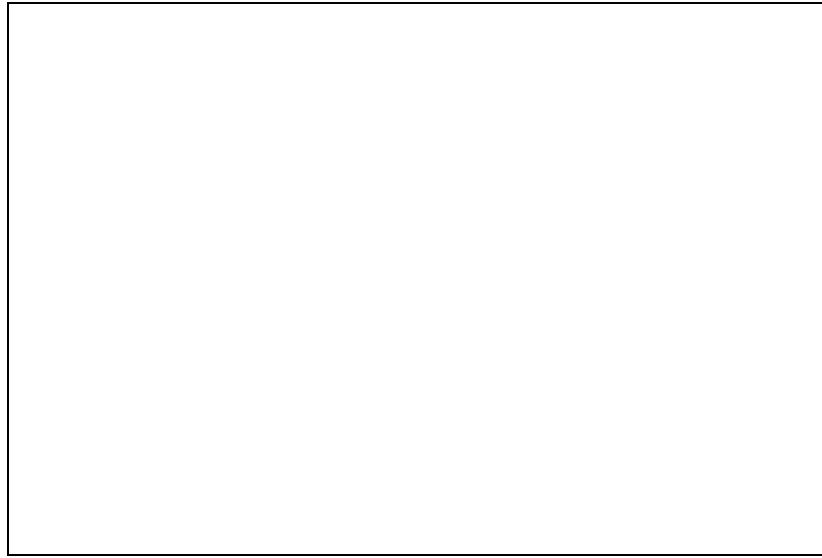
(paragraph on Jackson's perspective)



(image)

(subtitle for soldier's perspective)

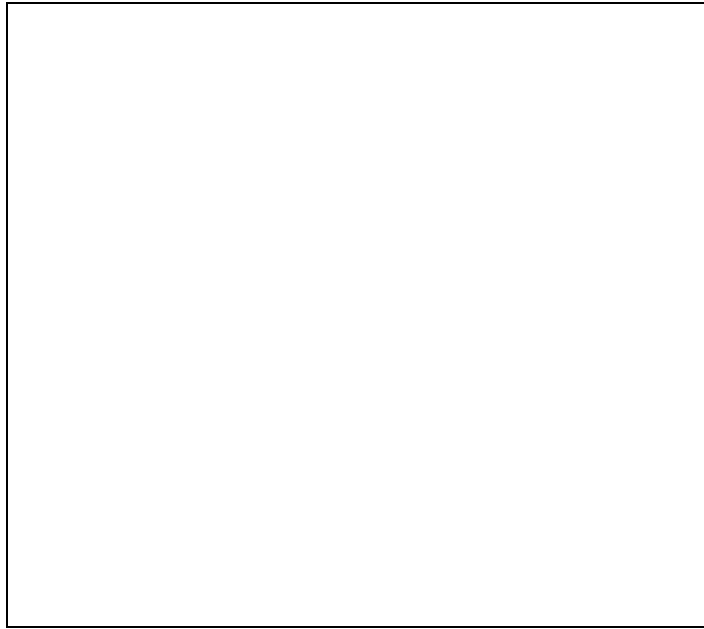
(paragraph on soldier's perspective)



(image)

(subtitle for Indian's perspective)

(paragraph on Indian's perspective)



(image)

Sources

“Columbus Lands in America.” Adapted from the Journal of Christopher Columbus, 1492.

“Jackson Warns the Seminoles.” Adapted from “President Andrew Jackson’s Letter to the Seminoles,” in History of the Indian Wars, ed. Henry Trumbull, 1841.

“Family Stories from the Trail of Tears”

http://www.anpa.ualr.edu/digital_library/indianvoices/family_stories/family_stories.htm

“John Burnett’s Story” <http://www.learnnc.org/lp/editions/nchist-newnation/4532>