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Teacher Ranger Teacher Program

Lesson plan

Page Title

Native American Tree and Plant Gathering, Commemorating the Trail of Tears

Teaser text

Students will take a walk back in time at the JSU field school trail located at Little River Canyon Natural Preserve. They will look for plants that American Indians may have used. These plants were utilized during the relocation on the Trail of Tears in 1838-1839. Students will find plant locations using a GPS and make a sketch of the leaf on to paper. They will then discover the uses of the plants by American Indians.

Overview text

The students will gain understanding of the plants and trees handled by American Indians. The students will be given a sheet with GPS coordinates on it, and then will go to that location and sketch what they find at that coordinate. After they find the coordinates the students will view a power point on some of the plants and trees on the trail. The Students will learn about plants in the park area and how American Indians used them.

Assessment-How will the park assess learning?

The teacher will assess learning by observation and what the students identify on the GPS search worksheet.

Park Connections-How does this lesson plan relate to park resources?

This lesson plan relates to the Trail of Tears roundup routes through the park and the plants growing in the park that were used by the cultures that lived there.

Extensions

The student will research ways that specific trees and plants are used for today and write a report.

The students will research myths and tales that American Indians told about plants.

The students will walk on a different trail and write down coordinates of plants they observe.

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Additional Resources

National Audubon Society Field Guide to North American Trees, New York: Knopf 1998.

Dr. Jaroslav Kresanek. *Healing Plants*, New York, Arco 1982.

Micael J. Caduto and Joseph Bruchac *Keepers of the Earth*, Golden, CO, Fulcrum 1988.

Dan Moerman *Native American Ethnobotany*, <https://herb.umd.umich.edu/>

Materials Introduction

The students will watch a DVD of the Trail of Tears. Found at

www.nps.gov/trte/photosmultimedia/dvd.htm .

The students will need a GPS to share in a small group and a copy of the coordinates of the plants and trees to be found. They will also need a clipboard and pencil. The park can provide up to 10 GPSs per group for use during visits.

The students will view a power point of plants and trees used by American Indians.

Materials Details

1 DVD Trail of Tears National Park Service

1 Copy of the Power point

1 GPS per four students

A clipboard per student

A pencil per student

1 index card per student or scrap paper quarters

1 copy of the coordinate search sheet

Material #1

Tree and Plant Search

Find the following trees and plants at the following coordinates:

	Latitude	Longitude	Draw a picture of the leaves
Sassafras	N34.39932	W085.63305	
Oak	N34.23533	W085.38052	
Pine	N34.24053	W085.38030	

Winged Sumac	N34.24048	W085.38014
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Viburnum	N34.24048	W085.38003
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Muscadine	N34.24035	W085.38039
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Blackberry	N34.24024	W085.38038
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Coreopsis	N34.24021	W085.38040
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Hickory	N34.40142	W085.63392
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Dandelion	N34.39876	W085.63338
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Maple	N34.39987	W085.63267
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Title

Plant and Tree Coordinates

Summary

This handout is used to help students identify the location of trees and plants that students need to locate.

Is there a downloadable file of this material? If yes, provide location:

Material#2

Power point on plant and tree uses

Title

The uses of plants and trees to American Indians

Summary

The power point explains some of the uses of plants and trees to American Indians

Applicable Subjects

Science

Social Studies

Language Arts

Technology

Related Parks:

Little River Canyon National Preserve

Russell Cave National Monument

Trail of Tears National Historic Trail

Red Clay State Park

New Echota Historic Site

Lake Guntersville State Park

Related NPS Programs:

Minimum Grade, Maximum Grade

4th -6th

Is there a downloadable file(or PDF) for this lesson plan?

Duration

3 hours

Group size

Up to 28

Location

Classroom and Outdoors

Learning Objectives

Students will gain an understanding about the Trail of Tears

Students will identify plants and trees used by American Indians

Students will use a GPS to locate coordinates

Background Information for the teacher to conduct this lesson plan

The Trail of Tears National Historic Trail

Tens of thousands of American Indians were taken from their homes, rounded up and relocated to Indian Territory (Oklahoma). They were taken from Georgia, North Carolina, Alabama, Tennessee, Mississippi and Florida. Some walked as far as eight hundred miles. Many succumbed to the harsh conditions along the gruesome trail.

In 1800 there were more than eight thousand Cherokees living in the Southeastern United States. They prospered by farming, gathering, trading and hunting. They enjoyed playing games and had their own rituals and beliefs. The five largest groups of tribes were the Choctaw, Chickasaw, Creek, Cherokee and Seminole. The Choctaw were located in central and southern Mississippi and western Alabama. The Chickasaw lived in northern Mississippi and parts of Alabama, Tennessee and Kentucky. The Creek occupied eastern Alabama. The Cherokee lived in Northeast Alabama, Northwest Georgia, Southwest North Carolina and Southeast Tennessee. The Seminole lived the Florida Panhandle. By the 1700s these cultures traded for European goods such as pots, dishes, cloth, blankets, horses, metal tools and guns. European customs and dress were adopted by the American Indians and mixed with their own culture. Some leaders of the Cherokee practiced plantation agriculture and even acquired black slaves.

Sequoyah known as George Guess developed a tribal syllabary. It had 85 symbols representing all the sounds of the Cherokee language. It was used by the first American Indian newspaper. The paper was called the "Cherokee Phoenix." The Cherokee also developed a written constitution. Friction occurred between full blooded Cherokee Indians and mixed bloods. Some full blooded Cherokee Indians resisted contact with the white population. They did not want to make any accommodations. Sometimes these outbreaks turned violent.

After the War of 1812 many settlers wanted the rich farmland east of the Appalachians which was perfect for growing cotton. For many years a great number white people including Thomas Jefferson wanted the American Indians to be moved west. State officials increased pressure on American Indians to give up their land to the White settlers. When Andrew Jackson was elected in 1828 congress gave him a Removal Act. This Removal act was granted in 1830. American Indians were then forced to leave their homeland.

Elliott West, *Trail of Tears* Western Publisher National Parks Association p1-4

Fort Payne

According to undocumented local tradition, Fort Payne was named after John G. Payne. It was built as a temporary fort in 1838 for the removal of the Cherokees in 1838. This internment camp was built to hold the Cherokees during the removal process. Other removal forts in Alabama include nearby Fort Likens, Fort Lovell, and Fort Turkeytown. Removal forts were built to hold American Indians temporarily, during May and June. Many of the Cherokees from outside of Alabama had to stay the entire summer in the internment camps. The living conditions were terrible. The Cherokees stayed in Fort Payne until General Winfield Scott sent orders for groups to leave.

Rozema, Vicki. *Footsteps of the Cherokees*. John F Blair Publisher, 1995

Procedure step

X Step

Procedure

Step1

The students will do a Quick Write as follows

The teacher will introduce the phrase "Trail of Tears"

The students will copy the concept onto an index card

The students will be given two minutes to write whatever comes into their mind about the concept.

After time is called, students will volunteer to share their thoughts on the subject.

Step 2

The students will watch the Trail of Tears DVD from the National Park service. (23 minutes)

The students will discuss the movie and after watching it they will do a 321 activity as follows:

They will get with a partner and write three important details from the movie.

They will write two connections and one question they still have. They will then share with each other.

Step 3

The students will walk to JSU trail and go to the historic cabin.

The teacher will ask the question "What would it have felt like to have been taken from your familiar home and forced to move 800 miles to a foreign location?"

What things would they have needed for their journey?

The teacher will relate it back to things that the American Indians might have used from the forest such as trees and plants.

Step 4

The students will be given a sheet of paper with coordinates on it. The paper will have a space for the student to sketch what they find at the coordinates. The teacher will show the students how to work the GPS. The students will then go to the JSU field school trail and look for their plant and tree coordinates.

Step 5

The students will go back to the classroom and watch the power point to see if they can identify what they sketched and learn about some of the uses of the plants and trees.

Grades

4th 5th 6th

Education standards

Social Studies, Grade 3 Course of studies, 2004

- 4.) Locate population shifts due to geographic, economic, and historic changes in the Western Hemisphere.
- 6.) Identify conflicts involving use of land, economic competition for scarce resources, different political views, boundary disputes, and cultural differences within and between different geographic areas.
- 7.) Describe the relationship between locations of resources and patterns of population distribution in the Western Hemisphere.
- 11.) Identify significant historical sites in Alabama, including locations of civil rights activities.

Science, Grade 3 Alabama Course of Studies, 2004

- 10.) Determine habitat conditions that support plant growth and survival.

Social studies, Grade 4 Alabama Course of studies, 2004

- 2.) Describe cultures, governments and economies of prehistoric American Indians in Alabama.
- 3.) List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal organization of Native American populations in Alabama.

Science Grade 4

- 5.) Describe the interdependence of plants and animals.

Science Grade 5

- 9.) Describe the relationship of populations within a habitat to various communities and ecosystems

Science Grade 6

7.) Describe Earth's biomes

English Language Arts, Grade 4 2010

7.) Make a connection between text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text

8.) Compare and contrast the treatment of similar themes and topics and patterns of events in stories, Myths and traditional literature from different cultures.

Applicable Keywords:

Native Americans

American Indians

Cherokee

Uses of plants and trees by American Indians

Trail of Tears

Sequoyah

Settlement