



- I. **Relevant Topics:** Factor, Growth, Removal, Creek, Cherokee
- II. **Grade Level(s):** 8th grade
- III. **Standards:**
 - a. **Georgia Performance Standard(s)**

SS8H5: The student will explain significant factors that affected the development of Georgia as a part of the growth of the United States between 1789 and 1840.

d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonga Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.
 - b. **Common Core Literacy Standard(s)**

L6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RH2: Determine the central ideas for information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.

L6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.

L6-8WHST9: Draw evidence from informational text to support analysis reflection, and research.
- IV. **Essential Question(s):**
 - a. How was the conflict between states' rights and the power of the federal government demonstrated in the Indian Removal Act and Worcester v. Georgia/Cherokee Nation v. Georgia?
 - b. How did the Cherokee both assimilate white culture and resist white expansion?
- V. **Objective(s):**
 - a. Students will analyze the impact of the Indian Removal Act on the Cherokee and the resulting Trail of Tears.
 - b. Describe the roles of Andrew Jackson, John Ross, and Sequoyah played in Cherokee resistance and removal.



VI. Brief Description of Content: Students will understand the removal of the Cherokee from the state of Georgia and the introduction of white settlement into the previously native-occupied territory of North Georgia. Students will also gain an understanding of cultural elements of the Cherokee people through the use of primary and secondary documents.

VII. Materials Needed:

Maps 1 & 2
Cherokee Home Visuals (Ridge, Ross, average)
Readings 1, 2, 3
Primary Source Documents packet w/APPARTS document analysis sheet

VIII. Instructional Methods:

a. Hook:

YouTube/Story of Us: Trail of Tears (2:23)

<http://www.youtube.com/watch?v=yU1LURVoPhw>

Introduction Reading: The Trail of Tears and the Forced Relocation of the Cherokee Nation.

b. Activities:

Teachers' Menu

Map 1: Land occupied by Southeastern Tribes, 1820s

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118locate1.htm>

Map 2: Trail of Tears Routes

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118locate2.htm>

Compare & Contrast: Visual 1, 2, 3

Photo 1/Major Ridge House

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118visual1.htm>

Photo 2/John Ross House

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118visual2.htm>

Illustration of Cherokee Homestead

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118visual3.htm>

THINK-PAIR-SHARE ACTIVITY (Group and Whole class activity)

Reading 1 with questions

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118facts1.htm>

Choice: Reading 2 – or – Today in Georgia History (Dec. 29) video clip; both are on The Treaty of New Echota

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118facts2.htm>



(<http://www.todayingeorgiahistory.org/search/node/December%2029>)

Reading 3 with questions

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118facts3.htm>

c. Primary Documents (www.cherokee.org)

- i. General Scott's Ultimatum
- ii. Memorial of the Cherokee Nation, 1830
- iii. Objection to Removal, 1829 (*Cherokee Phoenix*)
- iv. Ralph Waldo Emerson's Letter

*TEACHERS, PLEASE NOTE: All of the activities, resources, and primary source documents are designed to provide teachers with materials that can be easily differentiated based on classroom needs. Pick and choose what works for you.

d. End Task/Assessment:

- i. Activity 1: Accommodate or resist – Persuasive Essay
- ii. Activity 2: Ridge vs. Ross – Class debate

IX. Citations:

- a. www.Cherokee.org (official website of the Cherokee Nation)
- b. www.nps.gov/nr/twhp/lessons/118trail (National Park Service/Teaching With Historical Places)