

Title of Lesson: *The Trail of Tears: Implementation of the New Echota Treaty*
(Suggested grade level: 4, 5)

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Background Information:

Background information can be found at the following sites:

- <http://encyclopediaofalabama.org/face/Article.jsp?id=h-1433>
- http://www.pbs.org/indiancountry/history/interactive_map.html
- <http://www.pbs.org/wgbh/aia/part4/4p2959.html>

The entire “John G. Burnett’s Story of the Removal of the Cherokees” can be found at <http://www.powersource.com/cherokee/burnett.html>.

Overview of lesson: This lesson examines the role of government in the removal of Cherokee Indians from north Alabama. Students will look at two primary source documents that discuss the treaties between the Cherokee Nation and the government of the United States. A graphic organizer will be used to make comparisons between the two documents. Students will be asked to draw conclusions based on information in the documents.

Content Standards

Alabama Course of Study: Social Studies (Bulletin 2004, No. 18)

Fourth Grade: Standard 3, p.30

Fifth Grade: Standard 10, p.39

National Standards for History, 1996

Standards in History for Grades K-4 (p. 34)

Topic 2, Standard 5 – The causes and nature of various movements of large groups of people into his or her own and other states in the United States now and long ago.

K-4 – Gather data in order to describe the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and the expansion of the United States, including examples such as Spanish colonization in the Southwest, Tecumseh’s resistance to Indian removal, the Cherokee Trail of Tears, Black Hawk’s War, and the movement of the Nez Perce.

Standards in History for Grades 5-12 (p. 92)

Era 4, Standard 1 – United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

1B – The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Curriculum Standards for Social Studies, (Bulletin 89, 1994)

Standard V – Individuals, Groups, and Institutions, High School

Social studies programs should include experiences that provide for the study of interactions among individual, groups, and institutions, so that the learner can:
h. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

Primary Learning Objective(s):

- The student will draw conclusions about the treatment of the Cherokee Indians based on the information in two primary source documents.

Time allotted: 30 minutes

Materials and Equipment:

- Transparency or digital projection of quote about Trail of Tears (attached)
- [Primary Document of J.F. Schermerhorn’s letter to Governor Clay](#) – one copy to pass around or a transparency or digital image to display to class
- [Transcript of J.F. Schermerhorn’s letter to Governor Clay](#) – class set one per student
- [Primary Document of J. F. Schermerhorn’s letter to the Chiefs Head Men and Warriors of the Cherokee Indians](#) – one copy to pass around or a transparency or digital image to display to class
- [Transcript of J. F. Schermerhorn’s letter to the Chiefs Head Men and Warriors of the Cherokee Indians](#) – class set one per student
- Comparison/Contrast Graphic Organizer – class set one per student (attached)

Technological Resources:

- Computer with internet access
- Overhead projector or LCD projector for showing quotes and primary documents

Background/Preparation:

- Students should be aware of the location of the Cherokee Indians in north Alabama. They should know that Andrew Jackson, president from 1829-1837, had signed a treaty with the Cherokee Indians to begin removal of the Indians to Oklahoma Territory.

Procedures/Activities:

Engagement/Motivation Activity:

Review with the students the Indian Removal Act of 1830 and the Treaty of New Echota of 1835. Show students the quote about the Trail of Tears on an LCD projector. Have a student read the quote to the class.

- Ask students to describe the conditions which the Indians endured during this removal.
- Ask students to identify the words Private Burnett use to describe the conditions faced by the Cherokees.
- Tell the students that the Cherokees called the removal *Nunna daul Isunyi* which translated means “the Trail Where They Cried.” Ask them why “the Trail Where They Cried” is an appropriate name.

Step 1	Show the original letter from J.F. Schermerhorn to Governor Clay. Allow students time to comment on the letter. Hand out the transcript and have a student read it to the class. Define any words in the letter which need
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	explanation.
Step 2	Show the original letter from J.F. Schermerhorn to the Cherokee chiefs and warriors. Allow students time to comment on the letter. Hand out the transcript and have a student read it to the class. Define any words in the letter which need explanation.
Step 3	Hand out the comparison sheet and divide the students into small groups of 2-3 students per group. Groups will use the transcripts to complete the questions on the comparison activity sheet.
Step 4	Go over the answers with the class discussing the positive tone of the letters and the promises made to the Indians. Be sure to point out the phrase “immediate survey of the land.” This phrase is the only clue to the motives of the government.
Step 5	Ask the students, “Do you think that the United States kept its promises to the Cherokee nation? Explain your answer.”

Assessment Strategies:

- As an exit slip, students are to list three promises made to the Cherokee Indians by the United States government.

Extension:

- Show the *Birthday Story of Private John G. Burnett* as told by Johnny Cash which can be found at <http://www.youtube.com/watch?v=qW8rIM2INN8&feature=related>.
- Students may research J.F. Schermerhorn and his role in the negotiations between the Cherokee Indians and the United States government.
- Have students write a letter responding as if they were a Cherokee Indian who did not want to leave their home.

Remediation:

- The teacher may choose to complete the graphic organizer on an interactive board modeling the correct answers for the students. The students might also benefit from reading excerpts from the letter to the Chiefs instead of the entire letter. Extra vocabulary work will help with comprehension of the letters.

Vocabulary

- Candor – honesty or directness
- Cession – giving up of something
- Commissioner – someone with permission to perform a duty
- Convene – gather for a meeting
- Delegation – a group of representatives having the authority and power to speak for others
- Disposition –state of mind regarding something; inclination
- Negotiations – bargaining to reach an agreement
- Overtures – the beginning of an agreement; a first offer
- Proposition – an offer to consider
- Provisions – something provided or supplied
- Secures - guarantees

Accommodation:

- Documents could be tape recorded for students needing assistance with reading.

Modification:

- Review Individualized Education Plans, 504 Plans, and Gifted or ELL Plans for instructional and assessment accommodations or modifications.
- Provide peer tutors, complete the graphic organizer orally, or reduce the number of questions.

"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.... 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..."

Private John G. Burnett

Captain Abraham McClellan's Company,

2nd Regiment, 2nd Brigade, Mounted Infantry

Cherokee Indian Removal 1838-39

Name _____ Date _____

J.F. Schermerhorn's Letter to Governor Clay

When was the letter written? _____

Who was the letter written to? _____

Who was the letter from? _____

What was the purpose of the letter? _____

What is the tone of the letter? _____

J. F. Schermerhorn's letter to the Chiefs Head Men and Warriors of the Cherokee Indians

When was the letter written? _____

Who was the letter written to? _____

Who was the letter from? _____

What was the purpose of the letter? _____

What is the tone of the letter? _____

What promises were made to the Cherokee Indians if they agreed to leave their land? _____

Why did the government want the Indians to leave? _____