



# ELL Adaptation For The Cherokee: Trail Where They Cried

<b>Author</b>	Sara Jenkins
<b>Grade Level</b>	4-5
<b>Duration</b>	2 class periods

**ELL Adaptation by** Nicole Aveni

SIOP Elements		
<p><b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning <b>Strategies used</b></p>	<p><b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice <b>Comprehensible input</b></p>	<p><b>Grouping Option</b> Whole class <b>Small groups</b> Partners Independent</p>
<p><b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> Speaking <b>Listening</b></p>	<p><b>Application</b> Hands on Meaningful Linked to objectives <b>Promotes engagement</b></p>	<p><b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral</p>

**TESOL Standard(s)**  
**ESL: English For Content**  
 Through The Use Of ESL Methodologies, The Student Will:  
**EFC-E. Comprehend reading materials.**  
 E6. Scan material for relevant information.

**Arizona English Language Proficiency Standards**  
**Stage III**  
**Basic**  
**Reading**  
**Comprehending Text**  
**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**  
 B-5: retelling a story or event with a beginning, middle and end.  
 B-20: identifying content vocabulary within math, science, and social studies texts.  
**Writing**  
**Writing Applications**  
**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:**  
 B-5: writing a summary statement containing only relevant key ideas summarizing a variety of

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familiar text with instructional support.

### Writing Process

**Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:**

B-5: reviewing student drafts for errors in conventions\* as a class using editing tools. (e.g., *checklists, rubrics, computer spell check and other reference*)

## Overview

The forced travel of the Cherokee Nation of over a thousand miles was one of the saddest episodes in U.S. history. Approximately 4,000 Cherokee died as a result of their removal from their land. The route they traversed and the journey itself became known as "The Trail of Tears" or, as a direct translation from Cherokee, "The Trail Where They Cried" (Nunna dual Tsuny).

## Key Vocabulary

**Culture** - The values, traditions, norms, customs, arts, history, folklore, and institutions that a group of people, who are unified by race, ethnicity, language, nationality, or religion, share

**Treaty** - A written agreement between two states

**Journey** - The act of traveling from one place to another

**Petition** - Request: a formal message requesting something that is submitted to an authority

**Colonist** - Settler: a person who settles in a new colony or moves into new country

**Nation** - State: a politically organized body of people under a single government

**Immigrant** - A person who leaves one country to settle permanently in another

## Additional Materials Needed for ELLs

- Internet access--[www.asset.asu.edu](http://www.asset.asu.edu) to view TLC Elementary School: American Value in Conflict. **Conflict: Trail of Tears** (14:08 video segment)
- Television screen or LCD projection device for computer

- Modified assessments for ELL Level I and Level III
- KWL Plus chart created on notebook paper or use website to download a graphic organizer

## Procedures

### SESSION ONE

1. Begin first two letters of a K-W-L chart.  
**(Preparation: Linking to Background)**  
K: Ask students what they know about the reasons why the Cherokee were forced to leave their land.  
W: Ask students what they want to learn about the reasons why the Cherokee were forced to leave their land.
2. Show students the book cover and read the book title. Ask students to make and share predictions about the story.
3. Review key vocabulary. Students will divide into seven groups. Each group will be assigned a vocabulary word from the key vocabulary list. Each group will complete a graphic organizer to define their assigned word. Groups will teach one another each of the assigned words. **(Preparation: Linking to Background, Strategies used; Grouping: Small groups)**
4. Distribute the worksheets to each student. Model how to complete the worksheet for students. Possibly complete the first question together, as a class. (Modified for Level I: Insert a letter in front of each answer. Student will fill in the blanks with the appropriate letter (word) from the column on the right.) **(Scaffolding: Comprehensible Input)**
5. Read the book, *The Trail of Tears*, to the students. Model questioning for comprehension by thinking-aloud during the read aloud. **(Preparation: Strategies used)**
6. Divide class into groups to discuss answers to worksheet questions. **(Grouping: Small groups; Application: Promotes Engagement)**

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### SESSION TWO

1. Review the K and W from the K-W-L chart.
2. Complete the L from the K-W-L-Plus chart.  
L: Ask students what they learned about the reasons why the Cherokee were forced to leave their land.
3. Show students the *Conflict: Trail of Tears* Video Segment (14:08)

Note: If you do not have access to ASSET, you can substitute another video on the Cherokee and the Trail of Tears.

4. Complete the “Plus” section from the K-W-L-Plus chart.  
Plus: Ask students what they learned from the video and the reasons why the Cherokee were forced to leave their land.
5. Students write a summary addressing why and how the Cherokee were forced to leave their homeland (modified for ELL Level I and Level III).

### Assessment

**Beginning ELLs:** Modify assessment by student writing two sentences and drawing an illustration.

The student will write two sentences to explain why and how the Cherokee were forced to leave their homeland. Also, the student will also draw an illustration to show what the Cherokee journey on “*The Trail of Tears*” was like.

**Intermediate ELLs:** Modify assessment by the student writing a summary to explain why and how the Cherokee were forced to leave their homeland. Also, the student will describe the experience of the Cherokee during the journey. The student will write the summary using a graphic organizer.

**Mastery criteria:** Beginning students will receive points for their 2 sentences and their illustration. Intermediate students will include 5 facts that they have learned about the Trail of Tears in their summaries.

### Sources

**Video:**

[www.asset.asu.edu](http://www.asset.asu.edu) (united streaming)

TLC Elementary School: American Value in Conflict.

**Conflict: Trail of Tears** (14:08 video segment)