



The Cherokee: Trail Where They Cried

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| Author | Sara Jenkins |
| Grade Level | 5 |
| Duration | 2 class periods |
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| National Standards | AZ Standards | Arizona Social Science Standards |
|---|--|---|
| <p>GEOGRAPHY Element 4: Human Systems</p> <p>9. The characteristics, distribution, and migration of human population on Earth's surface.</p> <p>13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface</p> | <p>ELA Standards</p> <p>Reading</p> <p>Craft and Structure</p> <p>5.RI.4</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>Range of Reading and Level of Text Complexity</p> <p>5.RI.10</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing</p> <p>Production and Distribution of Writing</p> <p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | <p>GEOGRAPHY</p> <p>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p> <p>5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.</p> <p>Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration</p> <p>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</p> <p>5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.</p> <p>HISTORY</p> <p>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</p> <p>5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability</p> |

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

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 familiar text with instructional support.

Overview

The forced travel of the Cherokee Nation of over a thousand miles was one of the saddest episodes in U.S. history. Approximately 4000 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 daul Tsuny).

Purpose

Students will listen to a reading of *The Trail of Tears*, which relates the results of European and Colonial American contact with the Cherokee Indians. The issue of why boundaries are changed will be explored.

Key Vocabulary

culture - the values, traditions, customs, arts, and institutions that a group of people share

treaty - a written agreement between two governments

journey - traveling from one place to another

nation - a politically organized body of people under a single government

Materials

- The book *The Trail of Tears* by Joseph Bruchac or a similar grade appropriate book
- Reading Comprehension Worksheet
- Map of the United States
<https://geoalliance.asu.edu/sites/default/files/maps/US-w-names-COLOR.pdf>

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- Trail of Tears Map
<https://www.britannica.com/event/Trail-of-Tears>
- Vocabulary Cards
- Chart paper
- Beginning ELL Assessment
- Intermediate ELL Assessment

Objectives

The student will be able to:

- Describe how the results of contact between the American and Cherokee cultures caused borders to be changed.
- write a summary of an historical event.

Procedures

SESSION ONE

1. Begin the lesson by creating a K-W-L chart. For K, ask students what they know about the reasons why the Cherokee were forced to leave their land. (**Preparation: Linking to Background**)
2. For W, ask students what they want to learn about the reasons why the Cherokee were forced to leave their land.
3. Show students the book cover and read the book title. Ask students to make and share predictions about the story. (**Application: Promotes engagement**)
4. Review key vocabulary by projecting the Vocabulary Cards or by distributing paper copies to groups of students. (**Scaffolding: Comprehensible Input**)
5. Point out that this event in history will be an example of contact between two different cultures/groups of people. Discuss the six possible results of contact between different cultures:
 - CULTURAL PLURALISM - The societies or groups with different cultures live side by side in peace.
 - ACCULTURATION - The cultures change and may even join to form a larger culture. Often the less powerful culture changes to become more like the more powerful culture.
 - EXPULSION - The less powerful society is driven out by the more powerful one.
 - SLAVERY - The less powerful society is conquered, and its people turned into slaves.
 - SEGREGATION - The people of the two cultures are not allowed to mix, although one people may work for the other.

- GENOCIDE - The people of the less powerful society are killed, and their culture is wiped out. *From: The Making of Our America prepared by the Social Science Staff of the Educational Research Council of America, 0-205-06793-X*
(Integrated Processes: Listening)

6. Project a map of the United States
<https://geoalliance.asu.edu/sites/default/files/maps/US-w-names-COLOR.pdf> and show where the people of the Cherokee Nation once lived (North Carolina and Georgia) and where they now live (Oklahoma). (**Scaffolding: Comprehensible Input**)
7. Distribute the worksheets to each student. English proficient can use the Reading Comprehension Worksheet. ELLs can use either the Beginning or Intermediate ELL Assessment worksheets.
8. Read the book, *The Trail of Tears*, to the students. As they hear answers to the worksheet questions, they should write them on the blank lines. (**Assessment: Group or Individual, Written**)
9. Discuss worksheet answers.

SESSION TWO

1. Review the K and W from Session One.
2. Distribute notebook paper to students.
3. Complete the L from the K-W-L chart. For L, ask students what they learned about the reasons why and how the Cherokee were forced to leave their land. Students should write at least 4 things that they learned.
4. Students will then take these four statements and add an introduction and conclusion for a summary. (**Assessment: Group or Individual, Written**)

Assessment

ELA and Geography

The worksheets can be graded for accuracy. On the Reading Comprehension Worksheet (for English proficient students) mastery will be considered 80% or higher.

On the Beginning ELL Assessment, 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. Mastery will be considered one sentence correctly answered and a plausible drawing.

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On the Intermediate ELL Assessment, the student will write the summary using a graphic organizer. Mastery will be considered at least one sentence in each section being accurate.

The summary can be graded for 4 accurate statements about the Trail of Tears and a good introduction and conclusion. Use the 6 Traits Writing Rubric to score with a focus on Ideas/Content and Organization.

Extensions

- Students could research the history of the Cherokee after they came to Oklahoma.
- Students could compare the Trail of Tears of the Cherokee to the Long March of the Navajo people.
- Read The Journey of Jesse Stone by Joseph Bruchac.
- Read Sing Down the Moon by Scott O'dell.

Sources

<http://www.nps.gov/trte/index.htm> Trail of Tears National Historic Trail

<http://www.nps.gov/trte/forteachers/index.htm> Lesson plans

<http://www.ket.org/nationalparks/trailoftears/closeup.htm> Kentucky's Trail of Tears

<http://www.nationaltota.org/> Trail of Tears Association

<http://www.pbs.org/wgbh/aia/part4/4p2959.html> "Indian Removal" from PBS *Africans in America*

<http://www.loc.gov/rr/program/bib/ourdocs/Indian.html> Primary documents about Indian Removal Act

http://www.aboutnorthgeorgia.com/ang/Cherokee_In_dians

Bruchac, Joseph. *The Trail of Tears*. 2001 ISBN 0-7565-0101-6

Social Science Staff of the Educational Research Council of America. THE MAKING OF OUR AMERICA. 1982. ISBN 0-205-0679