



R. Michelson Galleries

"The Trail of Tears"

© Max D. Standley

The Granger Collection, Ltd. NY

Painting: Trail of Tears, Robert Lindneux, 1942



# **Teaching American History**

## **Immigration and the American Identity -1881-1950**

**Dr. Laura Baker, Instructor**

## **Immigrant Group Resource Guide Indian Removal Emigrates – 1827-1838**

**Participants: Cindy Jones, Tim Dodd, Mike  
Magee, and Virginia May**

**July 16, 2009**

**(We all contributed to the resource guide.)**

## Narrative Overview: The Cherokee Removal

The Cherokee Removal marked the completion of the Indian Removal Act for the Five Civilized Tribes of the Seminoles, Chickasaws, Creeks, Choctaws and Cherokee. While the five tribes did not all respond in the same manner to the removal, many Cherokee resisted using the governmental systems in place, evidence of their assimilation into white culture, with negative results. Politics and economics overrode their cultural inroads into the white culture and forced their removal west of the Mississippi.

Following the Cherokee Constitution in 1827, the State of Georgia felt compelled to respond with an effort to reestablish their control of the Cherokee, stating that Cherokee laws were null and void as of June 1, 1830. The Cherokee responded rightfully with a request for an injunction from the Supreme Court against the State of Georgia in 1831; the Supreme Court denied the injunction, saying they were not a tribunal for such a dispute. The next year a missionary named Worcester brought another case to the Supreme Court, *Worcester v. State of Georgia*, which he won; the ruling was that the state of Georgia did not have jurisdiction over the Cherokee. President Jackson, disagreeing, refused to enforce the ruling. Even with their faith in the government and efforts to use the system, the Cherokee were thwarted by a determined President. A Cherokee comrade of Andrew Jackson's from the War of 1812, Major Ridge, later said, "If I had known Jackson would drive us from our homes, I would have killed him at the Horseshoe." Major Ridge's comment is in keeping with the feelings of Cherokee today, some of whom refer to the Removal as their holocaust.

The Indian lands for the resettlement were not chosen by the Cherokee but by the United State government. Across the Mississippi, unsettled land, owned by the United States and similar in size to what had been lost in Oklahoma, became their new home. The economic impetus for finding new lands for white settlers motivated the President and land-hungry settlers to push out the Cherokee. The discovery of gold in northern Georgia also made the land more desirable. Unlike other groups of immigrants who might be pushed from their homes, they were not able to choose their new home.

Some Cherokee in favor of removal negotiated a fee of five million dollars for the sale of Cherokee lands, homes and farms and agreed to move. They did not anticipate the experiences of those forced to move; these memories have been passed down through generations and affect the feelings of Cherokee today toward the government and particularly President Andrew Jackson. The Cherokee were intimidated, treated cruelly and given supplies of poor quality for their journey. They experienced the destruction of their property, drought, the coughing sickness, the “distress of winter” in their trek where eight thousand of the twenty-eight thousand died. As often happens in history, the fact that they were Indians, a different race even though highly assimilated, made it easier to “disenfranchise and denationalize” them as John Ross, their chief, stated. The Cherokee Nation’s identity, while a source of pride and strength, doomed them to second class status with President Jackson and the Executive Branch.

## Works Cited

"Indian Removal." Teach US history.org. 16 July 2009

<<http://www.teachushistory.org/indian-removal/resources/chokees-appeal>>.

Martin, Ken. "Cherokee Removal." History of the Cherokee. 16 July 2009

<<http://cherokeehistory.com/index.html>>.

## Indian Removal Timeline

- 1825 Creek chief William McIntosh signs treaty ceding Creek lands to the U.S. and agrees to vacate by 1826; other Creeks repudiate the treaty and kill him
- 1827 Creek Indians sign a second treaty ceding lands in western Georgia
- 1827 Cherokee in Georgia tried to secure their lands by adopting a constitution.
- 1829 Creek Indians receive orders to relocate across the Mississippi River
- 1829 Georgia refused to recognize the constitution and declared that the Cherokee were subject to state laws.
- 1830 On April 7, President Andrew Jackson submitted a bill to Congress calling for the removal of tribes in the east to lands west of the Mississippi. On May 28th, the Indian Removal Act was passed, and from 1830 to 1840 thousands of Native Americans were forcibly removed.
- 1830 On September 15, the Choctaws sign a treaty exchanging 8 million acres of land east of the Mississippi for land in Oklahoma.
- 1830 On December 22, the State of Georgia made it unlawful for Cherokee to meet in council, unless it is for the purpose of giving land to whites.
- 1830 Congress voted funds to enable Jackson to negotiate treaties for removal of all Indian tribes then living east of the Mississippi River.
- 1831 On December 25, a force of Black Seminole Indians defeated U.S. troops at Okeechobee during the Second Seminole War.
- 1831 The Choctaws relocate to Indian Territory.
- 1831 In **Cherokee Nation vs. Georgia**, the Supreme Court ruled that the Cherokee Nation lacked standing/dependent "nation" to request an injunction.
- 1832 In **Worcester vs. Georgia**, the Supreme Court ruled that the Cherokees were "a distinct community . . . in which the laws of Georgia can have no force, and which the citizens of Georgia have not right to enter, but with the assent of the Cherokees themselves, or in conformity with treaties, and with acts of Congress" and that the federal government had an obligation to enforce its treaty obligations.
- 1832 Some of the Seminole leaders signed a treaty and promised to relocate.
- 1832 The Choctaw complete their forced removal to the West under army guard.

- 1832 The Chickasaws agree to remove in the **Treaty of Pontotoc**.
- 1833 The Florida Seminoles reject forced removal to the West and begin a seven-year war of resistance under Chief Osceola.
- 1835 The Second Seminole war (1835). This was fought over the remaining land that the Seminole had fled to.
- 1835 The Cherokee finally sign The Treaty of Echota which agreed to removal and giving up their lands in Georgia for Indian Territory (Oklahoma).
- 1838 Federal troops forced 15,000 Cherokees into detention camps. **The Trail of Tears**; the Cherokees are rounded up, placed in detention camps, and forced to relocate to Indian Territory, with at least one-quarter of the nation dying as a consequence of the removal.
- 1844 Only a few groups of Native Americans remain east of the Mississippi River, mostly in wilderness areas of New York, Michigan, and Florida.

## Key Issues and Questions

Based on Spickard's Paradigm

1. What role did race creation play in the removal and replacement of the 5 Civilized Tribes?
2. Does assimilation protect groups against racial discrimination
3. How is racial identity or otherness created??

## Culture

- Compare and contrast Indian and White society.
- religion: nature based v. Christian
- language: oral v. written tradition
- social structure: tribal v. national
- land use/ownership: tribal v. individual
- assimilation: by Indians v. by Whites

## Economic Issues: Compare and contrast Indian and European attitudes on:

- Production:
  - Small-scale family/tribal farmlands for cattle and grains
  - Large-scale farms for the production of cotton and tobacco
- Distribution:
  - Local trading networks
  - National/international trading networks
- Consumption:
  - Sustainable use of resources
  - Exploitive use of resources

# The Law

- How were state and national laws and institutions used as a means of removal/replacement
- State Laws and institutions : Georgia statutes, Governor and state militia
- National Laws and institutions : US Constitution, Indian Removal Act, the Supreme Court, President, and US Army
- 5 Civilized tribes' Laws and institutions : Cherokee constitution, strong tribal councils, and military units.

## Concepts to Consider

- Immigration in reverse
- Racial replacement and recruitment
- Racial superiority
- Inevitable decline of “racially inferior” groups
- Compare/contrast European immigration v. Indian removal
- What constitutes genocide?

### Annotated List of Websites

Ithaca City School District, “Trail of Tears Webquest,”  
[http://www.icsd.k12.ny.us/legacy/acs/library/doing\\_history/index.html](http://www.icsd.k12.ny.us/legacy/acs/library/doing_history/index.html)

This website, designed by an educator, provides teachers with a prepared web quest investigation that could easily be modified for specific grade levels. The web quest includes a brief introduction to the Trail of Tears and to the task of the assignment, which

is to draft a 3-5 page history of the Trail of Tears. To assist students with this quest, a list of resources is provided, which includes both primary and secondary sources. Worksheets designed to assist students with analyzing photographs, artifacts, and documents are also included. At the bottom of the website is a detailed grading rubric for the assignment.

Lamb, Annette and Johnson, Larry, *Eduscapes: The Topic: Trail of Tears*, <http://www.42explore2.com/trailoftears.htm>

A basic overview of The Trail of Tears, as well as a list of related links are the main features of this website. The overview is approximately one printed page in length, and could serve as an initial introduction to the topic for students. The links are annotated and are separated by topic for teacher reference. There is also a section of links “By kids, for kids,” as well as a list of related vocabulary words to explore. Additionally, the website includes “Be an Explorer” activities, which include suggestions to teachers on how to incorporate the material into the classroom setting through activities from poetry to cooking traditional Indian Frybread.

Library of Congress, “Primary Documents in American History: Indian Removal Act,” <http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

Part of the collections of the Library of Congress, this website’s homepage contains a description of the Indian Removal Act. It provides a series of links, beginning with connections to three American Memories Historical Collections: (1) “A Century of Lawmaking for a New Nation;” (2) “Map Collections 1500-2004,” and (3) “The Nineteenth Century in Print: Periodicals.” Each of these collections provides detailed primary resources that could be used for students at different grade levels. The website also includes a link to primary resources related to the landmark U. S. Supreme Court decision *The Cherokee Nation v. The State of Georgia*, in which the Court ruled that the Cherokee Nation was not a foreign nation. For teachers, the website provides links to lesson plans and related resources, including a detailed prepared presentation of the history of Native Americans in the United States. The website is rounded out by two separate bibliographies, one with sources geared towards the general population, and one focused specifically on young children.

Lincoln, Eric, *Life on the Trail of Tears Webquest* <http://www.atschool.org/teachers/portfolios/elincoln.htm>

This easy to use web quest was designed specifically for use by middle school students. The introduction to the task places students in the position of a reporter for *Harper’s Weekly* in 1839, with the task of covering Relocated Native Americans. The task, to create an editorial, focuses around the essential question: “What were the effects of the Trail of Tears on Native American groups?” To complete the task, the site includes links to four resources specifically geared towards the reading comprehension ability of middle school students. The website also includes specific requirements for the editorial, as well as a rubric with clear expectations for the assignment.

National Park Service, “Trail of Tears National Historic Trail,” <http://www.nps.gov/trte/>

This site includes information to help plan a visit to the Trail of Tears, the history and culture associated with the trail, and resources for teachers. The “Planning Your Visit” section includes a detailed map of the trail, as well as links to tourism sites for the nine states through which the trail passes. The “History and Culture” section provides a short “story” that could serve as an introduction to the history of the Trail of Tears. The “For Teachers” section includes one lesson plan which focuses on the John Ross House and Chieftains, the home of Major Ridge, which are national historic landmarks located in Georgia. The lesson plan is geared towards high school students, but includes a variety of resources which could easily be adapted to different subjects and grade levels. The lesson plan places these historical locations into historical contexts, and also focuses on building map reading skills, fact analysis, and activities that develop critical thinking and summarizing skills. There are also links to supplementary resources and to related lesson plans.

Taylor, Cindy, *The Trail Where They Cried* Webquest, <http://www.catawba.k12.nc.us/techtrac/plus/taylor/>

Designed to last approximately 9 weeks, this web quest could be used with middle or high school students and places students in the context of young Cherokees in 1838 forced with the possibility of removal. The website includes a host of activities which could also be used in a literature unit in connection with the novel Soft Rain. Students begin by choosing a Native American name (With assistance from a linked website), and must complete nine distinct activities including comprehension questions, vocabulary activities, and the creation of a poster. To complete the task, the website includes an organized list of resources, including websites, photographs, and books. A detailed evaluation rubric, with ranks such as “Chief” for students who earn an “A” to “Died of Coughing Disease on the Trail” for students who receive an “F,” completes the assignment materials. The “Teacher Page” selection includes suggestions on how to use the web quest in the classroom, as well as an outline to assist with lesson planning. The outline includes vocabulary words taken from the novel Soft Rain, as well as links to additional related resources.

Trail of Tears Association, “The Trail of Tears Association Official Website,” <http://www.nationaltota.org/>

The Trail of Tears Association, located in Arkansas, was created to support the “creation, development, and interpretation” of the Trail of Tears National Historic Trail. The “General Information” portion of the site provides an overview of the establishment of the trail as a National Historic Trail. The site includes links to maps on the National Park Service’s website, as well as a detailed “Story” providing an overview of the history related to Indian Removal. The website also contains association newsletters, links to certified websites, and information regarding becoming a member of the association. The website is geared primarily to provide information to teachers, however the “Story” would serve as an appropriate overview of the Trail of Tears for middle and high school students.

We-sa, *Cherokee by Blood: Trail of Tears*, <http://www.cherokeebyblood.com/trailtears.htm>

The homepage of this easy to navigate website begins with a “Who, What, When, How” of the Trail of Tears, and also includes a detailed timeline and perspectives from both witnesses and survivors. At the top of the homepage, there are several detailed links to topics related to Cherokee life, including folklore, genealogy, history, medicine, recipes, religion and society. Although the website does not contain specific lesson plans or teacher resources, the material is easily adaptable to a variety of grade levels and subjects. The “Resources” page provides extensive links on subjects ranging from art to archaeology.

### **Annotated Bibliography**

Agnew, Brad, Fort Gibson: Terminal on the Trail of Tears, Norman: University of Oklahoma Press, 1980.

Agnew focuses on the establishment of Fort Gibson, the first and one of the most important military outposts in Indian Territory. The U.S. Military established the fort on Grand River in 1924, with a primary purpose to maintain order and expedite the policy of Indian Removal. This work could help students to understand the military force that was used, almost a hundred years after Indian Removal began, to limit dissent from Native American groups.

Anderson, William L., Cherokee Removal: Before and After. Athens: The University of Georgia Press, 1991.

This work is a collection of essays by eight authors, including three of Cherokee descent. The essays focus on the areas of history, geography, sociology and law, and address topics including Cherokee politics, class structure, and land use patterns before the removal, the policies of Andrew Jackson, Cherokee population losses, the effects of removal on the few Cherokees allowed to stay in North Carolina, and problems faced by the Cherokees after the relocation. The essays would be most effective in the high school setting, and could be used to further students’ understandings of cultural, political, and social issues surrounding the removal.

Green, Michael D., The Politics of Indian Removal, Lincoln: University of Nebraska Press, 1982.

Green focuses his work on the efforts of the Creek Nation to avoid removal by strengthening the National Council by making it a more powerful central governing body. He also explores how the changing demographics among Creeks caused the Council to reflect the most conservative and traditional aspects in Creek society, which ironically made the centralization of power in the Council the means for preserving the status quo. This work could be used in a high school setting to better understand the attempts of the Creeks to avoid removal. Additionally, it could be used to help students understand that the actions of figures throughout history do not always achieve their intended results.

Littlefield, Daniel F., Jr. Africans and Creeks: From the Colonial Period to the Civil War, Westport, CT: Greenwood Press, 1979.

Littlefield explores the unique relationship between Africans and Creeks from the Colonial Period to the Civil War. The work begins with the backgrounds of the two groups, and seeks to explore how both groups were affected during the introduction of slavery, Indian Removal, the introduction of slavery into new territories, relations with other Native American tribes, and the end of the Civil War and emancipation. This book could be used to give high school students an understanding of the relationship between Native Americans and African Americans, and could also help students to understand the similarities and differences that these two groups faced in the emerging United States of America.

Perdue, Theda, Nations Remembered: An Oral History of the Five Civilized Tribes 1865-1907, Westport, CT: Greenwood Press, 1980.

Perdue's work is a compilation of oral histories that tell the story of the Five Civilized Tribes from the end of the Civil War to the early years of the Twentieth Century. The annotated collection of interviews were conducted by the Works Progress Administration during the 1930s. The interviews were from Indians and others who remembered the time before Oklahoma became a state, and the topics cover all facets of life in the Indian Territory. The book would be useful in a high school classroom, both for understanding the Native American population during this time and understanding the importance of using oral history to study the past. Additionally, the book contains a series of photographs and maps that could enhance students' understandings of primary source documents.

Perdue, Theda and Green, Michael D., eds. The Cherokee Removal: A Brief History with Documents. Boston: Bedford/St. Martin's, 2005.

This work is a compilation of primary source documents related to the Cherokee Removal. The introduction provides a detailed explanation of how Cherokees were affected by U.S. Indian Policy, beginning with early contact with British Colonists. The documents are separated into five distinct sections, including attempts to civilize the Cherokees, Georgia state policy on the Cherokees, US. Policy on the Cherokees, the debate over how to handle the Cherokees, and the Trail of Tears. Eight photographs are also included in the book, as well as an historical chronology of the Cherokee Removal. In addition to providing information to high school students about Cherokee Removal, the documents in this would provide students with an understanding of how primary source documents are a valuable resource for historical research.

Thornton, Russell., The Cherokees: A Population History, Lincoln: University of Nebraska Press, 1990.

This work provides a survey of the Cherokee people, from their probable beginnings through the 1990's. While a major focus is on the Trail of Tears, the work also focuses on the early wars and diseases which decimated the Cherokees before Indian Removal, as well as population growth following the Trail of Tears. The book serves as an excellent

reference point for teachers, and could also be used by high school students as a resource while conducting independent research.

Wells, Samuel J., and Tubby, Roseanna, After Removal: The Choctaw in Mississippi, Jackson: University of Mississippi, 1986.

This collection of eight essays focuses on the aftermath of the Choctaw Removal in Mississippi. The essays begin with an overview of the plight of the Mississippi Choctaw, and relate to the topics of religion, the struggle for cultural identity, and contemporary economic development. The essays could be used by high school students as case studies of the Mississippi Choctaw and the unique problems they faced. The bibliography also provides a wealth of related primary and secondary source documents.

### **Annotated List of Websites**

Ithaca City School District, "Trail of Tears Webquest," [http://www.icsd.k12.ny.us/legacy/acs/library/doing\\_history/index.html](http://www.icsd.k12.ny.us/legacy/acs/library/doing_history/index.html)

This website, designed by an educator, provides teachers with a prepared web quest investigation that could easily be modified for specific grade levels. The web quest includes a brief introduction to the Trail of Tears and to the task of the assignment, which is to draft a 3-5 page history of the Trail of Tears. To assist students with this quest, a list of resources is provided, which includes both primary and secondary sources. Worksheets designed to assist students with analyzing photographs, artifacts, and documents are also included. At the bottom of the website is a detailed grading rubric for the assignment.

Lamb, Annette and Johnson, Larry, *Eduscapes: The Topic: Trail of Tears*, <http://www.42explore2.com/trailoftears.htm>

A basic overview of The Trail of Tears, as well as a list of related links are the main features of this website. The overview is approximately one printed page in length, and could serve as an initial introduction to the topic for students. The links are annotated and are separated by topic for teacher reference. There is also a section of links "By kids, for kids," as well as a list of related vocabulary words to explore. Additionally, the website includes "Be an Explorer" activities, which include suggestions to teachers on how to incorporate the material into the classroom setting through activities from poetry to cooking traditional Indian Frybread.

Library of Congress, "Primary Documents in American History: Indian Removal Act," <http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

Part of the collections of the Library of Congress, this website's homepage contains a description of the Indian Removal Act. It provides a series of links, beginning with connections to three American Memories Historical Collections: (1) "A Century of Lawmaking for a New Nation;" (2) "Map Collections 1500-2004," and (3) "The Nineteenth Century in Print: Periodicals." Each of these collections provides detailed primary resources that could be used for students at different grade levels. The website also includes a link to primary resources related to the landmark U. S. Supreme Court decision *The Cherokee Nation v. The State of Georgia*, in which the Court ruled that the Cherokee Nation was not a foreign nation. For teachers, the website provides links to lesson plans and related resources, including a detailed prepared presentation of the history of Native Americans in the United States. The website is rounded out by two separate bibliographies, one with sources geared towards the general population, and one focused specifically on young children.

Lincoln, Eric, *Life on the Trail of Tears Webquest* <http://www.atschool.org/teachers/portfolios/elincoln.htm>

This easy to use web quest was designed specifically for use by middle school students. The introduction to the task places students in the position of a reporter for *Harper's Weekly* in 1839, with the task of covering Relocated Native Americans. The task, to create an editorial, focuses around the essential question: "What were the effects of the Trail of Tears on Native American groups?" To complete the task, the site includes links to four resources specifically geared towards the reading comprehension ability of middle

school students. The website also includes specific requirements for the editorial, as well as a rubric with clear expectations for the assignment.

National Park Service, "Trail of Tears National Historic Trail," <http://www.nps.gov/trte/>

This site includes information to help plan a visit to the Trail of Tears, the history and culture associated with the trail, and resources for teachers. The "Planning Your Visit" section includes a detailed map of the trail, as well as links to tourism sites for the nine states through which the trail passes. The "History and Culture" section provides a short "story" that could serve as an introduction to the history of the Trail of Tears. The "For Teachers" section includes one lesson plan which focuses on the John Ross House and Chieftains, the home of Major Ridge, which are national historic landmarks located in Georgia. The lesson plan is geared towards high school students, but includes a variety of resources which could easily be adapted to different subjects and grade levels. The lesson plan places these historical locations into historical contexts, and also focuses on building map reading skills, fact analysis, and activities that develop critical thinking and summarizing skills. There are also links to supplementary resources and to related lesson plans.

Taylor, Cindy, *The Trail Where They Cried* Webquest, <http://www.catawba.k12.nc.us/techtrac/plus/taylor/>

Designed to last approximately 9 weeks, this web quest could be used with middle or high school students and places students in the context of young Cherokees in 1838 forced with the possibility of removal. The website includes a host of activities which could also be used in a literature unit in connection with the novel Soft Rain. Students begin by choosing a Native American name (With assistance from a linked website), and must complete nine distinct activities including comprehension questions, vocabulary activities, and the creation of a poster. To complete the task, the website includes an organized list of resources, including websites, photographs, and books. A detailed evaluation rubric, with ranks such as "Chief" for students who earn an "A" to "Died of Coughing Disease on the Trail" for students who receive an "F," completes the assignment materials. The "Teacher Page" selection includes suggestions on how to use the web quest in the classroom, as well as an outline to assist with lesson planning. The outline includes vocabulary words taken from the novel Soft Rain, as well as links to additional related resources.

Trail of Tears Association, "The Trail of Tears Association Official Website," <http://www.nationaltota.org/>

The Trail of Tears Association, located in Arkansas, was created to support the "creation, development, and interpretation" of the Trail of Tears National Historic Trail. The "General Information" portion of the site provides an overview of the establishment of the trail as a National Historic Trail. The site includes links to maps on the National Park Service's website, as well as a detailed "Story" providing an overview of the history related to Indian Removal. The website also contains association newsletters, links to certified websites, and information regarding becoming a member of the association. The website is geared primarily to provide information to teachers, however the "Story"

would serve as an appropriate overview of the Trail of Tears for middle and high school students.

We-sa, *Cherokee* *by* *Blood: Trail of* Tears,  
<http://www.cherokeebyblood.com/trailtears.htm>

The homepage of this easy to navigate website begins with a “Who, What, When, How” of the Trail of Tears, and also includes a detailed timeline and perspectives from both witnesses and survivors. At the top of the homepage, there are several detailed links to topics related to Cherokee life, including folklore, genealogy, history, medicine, recipes, religion and society. Although the website does not contain specific lesson plans or teacher resources, the material is easily adaptable to a variety of grade levels and subjects. The “Resources” page provides extensive links on subjects ranging from art to archaeology.

## Annotated Bibliography

Agnew, Brad, Fort Gibson: Terminal on the Trail of Tears, Norman: University of Oklahoma Press, 1980.

Agnew focuses on the establishment of Fort Gibson, the first and one of the most important military outposts in Indian Territory. The U.S. Military established the fort on Grand River in 1924, with a primary purpose to maintain order and expedite the policy of Indian Removal. This work could help students to understand the military force that was used, almost a hundred years after Indian Removal began, to limit dissent from Native American groups.

Anderson, William L., Cherokee Removal: Before and After. Athens: The University of Georgia Press, 1991.

This work is a collection of essays by eight authors, including three of Cherokee descent. The essays focus on the areas of history, geography, sociology and law, and address topics including Cherokee politics, class structure, and land use patterns before the removal, the policies of Andrew Jackson, Cherokee population losses, the effects of removal on the few Cherokees allowed to stay in North Carolina, and problems faced by the Cherokees after the relocation. The essays would be most effective in the high school setting, and could be used to further students' understandings of cultural, political, and social issues surrounding the removal.

Green, Michael D., The Politics of Indian Removal, Lincoln: University of Nebraska Press, 1982.

Green focuses his work on the efforts of the Creek Nation to avoid removal by strengthening the National Council by making it a more powerful central governing body. He also explores how the changing demographics among Creeks caused the Council to reflect the most conservative and traditional aspects in Creek society, which ironically made the centralization of power in the Council the means for preserving the status quo. This work could be used in a high school setting to better understand the attempts of the Creeks to avoid removal. Additionally, it could be used to help students understand that the actions of figures throughout history do not always achieve their intended results.

Littlefield, Daniel F., Jr. Africans and Creeks: From the Colonial Period to the Civil War, Westport, CT: Greenwood Press, 1979.

Littlefield explores the unique relationship between Africans and Creeks from the Colonial Period to the Civil War. The work begins with the backgrounds of the two groups, and seeks to explore how both groups were affected during the introduction of slavery, Indian Removal, the introduction of slavery into new territories, relations with other Native American tribes, and the end of the Civil War and emancipation. This book could be used to give high school students an understanding of the relationship between Native Americans and African Americans, and could also help students to understand the similarities and differences that these two groups faced in the emerging United States of America.

Perdue, Theda, Nations Remembered: An Oral History of the Five Civilized Tribes 1865-1907, Westport, CT: Greenwood Press, 1980.

Perdue's work is a compilation of oral histories that tell the story of the Five Civilized Tribes from the end of the Civil War to the early years of the Twentieth Century. The annotated collection of interviews were conducted by the Works Progress Administration during the 1930s. The interviews were from Indians and others who remembered the time before Oklahoma became a state, and the topics cover all facets of life in the Indian Territory. The book would be useful in a high school classroom, both for understanding the Native American population during this time and understanding the importance of using oral history to study the past. Additionally, the book contains a series of photographs and maps that could enhance students' understandings of primary source documents.

Perdue, Theda and Green, Michael D., eds. The Cherokee Removal: A Brief History with Documents. Boston: Bedford/St. Martin's, 2005.

This work is a compilation of primary source documents related to the Cherokee Removal. The introduction provides a detailed explanation of how Cherokees were affected by U.S. Indian Policy, beginning with early contact with British Colonists. The documents are separated into five distinct sections, including attempts to civilize the Cherokees, Georgia state policy on the Cherokees, US. Policy on the Cherokees, the debate over how to handle the Cherokees, and the Trail of Tears. Eight photographs are also included in the book, as well as an historical chronology of the Cherokee Removal. In addition to providing information to high school students about Cherokee Removal, the documents in this would provide students with an understanding of how primary source documents are a valuable resource for historical research.

Thornton, Russell., The Cherokees: A Population History, Lincoln: University of Nebraska Press, 1990.

This work provides a survey of the Cherokee people, from their probable beginnings through the 1990's. While a major focus is on the Trail of Tears, the work also focuses on the early wars and diseases which decimated the Cherokees before Indian Removal, as well as population growth following the Trail of Tears. The book serves as an excellent reference point for teachers, and could also be used by high school students as a resource while conducting independent research.

Wells, Samuel J., and Tubby, Roseanna, After Removal: The Choctaw in Mississippi, Jackson: University of Mississippi, 1986.

This collection of eight essays focuses on the aftermath of the Choctaw Removal in Mississippi. The essays begin with an overview of the plight of the Mississippi Choctaw, and relate to the topics of religion, the struggle for cultural identify, and contemporary economic development. The essays could be used by high school students as case studies of the Mississippi Choctaw and the unique problems they faced. The bibliography also provides a wealth of related primary and secondary source documents.

## Resources for Timeline

Milestone Documents - Schlager Group Inc.  
<http://www.milestonedocuments.com>.

Perdue, Theda, and Michael D. Green. 2005. The Cherokee Removal – A Brief History with Documents. Boston. Bedford/ St. Ma

## Learning Activities

1. Students act as journalists reporting on the Indian Removal Act. They visit designated web sites and write factual articles about the developments. The student will be able to explain at least two ways in which the Indian Removal Act of 1830 impacted the lives of relocated tribes.

<http://www.pbs.org/wgbh/aia/part4/4h3083t.html>

[Andrew Jackson's 7th Annual Message to Congress, December 7, 1835](http://www.pbs.org/weta/thewest/resources/archives/two/removal.htm)  
<http://www.pbs.org/weta/thewest/resources/archives/two/removal.htm>

2. Students research for information about the clusters of Cherokee that left Georgia for the Indian Territory. Students need to locate original number of members of each group, additions to the group, known deaths, and final number of members that arrive at their destination.

<F:\Along the Trail of Tears.doc>

3. Students read the personal narratives of *The Trail of Tears* and then complete analysis questions.

[F:\ushistory\ppersonal\\_storiesoftrailoftears.doc](F:\ushistory\ppersonal_storiesoftrailoftears.doc)

<F:\ushistory\trailtearspersonalaccountsheets.doc>

4. Students research the regions traversed by the Five Civilized Tribes during the Indian Removal from the Southeast. Students will determine the conditions, topography, total time and miles traveled by the tribes.

<F:\traif of tears map2.doc>

<F:\trail of terstrailmap.doc>

5. Students will compare and contrast the two paintings that depict the *Trail of Tears*. Students will use the fine art and image analysis sheets to determine how the artists represent the historical event

<F:\analysisworksheets\Fine Art Analysis Worksheet.doc>

[F:\analysisworksheets\image\\_analysis.pdf](F:\analysisworksheets\image_analysis.pdf)

<F:\trailoftearspixll.doc>

<F:\The Granger Collectiontrail of tears.doc>

6. Students complete a journal of their experiences as a member of one of the Five Tribes, being sure to include places traveled through, and hardships and their impressions of their final destination.

7. Students develop and design a skit to be video taped depicting one scene from the Trail of Tears as experienced by the Five Civilized Tribes. All aspects of production must be completed including the script, costumes, and props. ,etc.

8. Students create a “trunk” illustrating the trek west to the Indian Territory across the Mississippi River. The trunk must be based on one of the Five Civilized Tribes (Cherokee, Choctaw, Chickasaws, Creeks, and Seminoles). Items inside the trunk should be symbolic of the historical event.

9. As an independent assignment, students read a young adult historical novel based on the *Trail of Tears* and develop an alternative book report.

### **Student Resources and Historical Fiction**

Bealer, Alex W. Only the Names Remain – The Cherokees and the Trail of Tears. 1972. Boston. Little, Brown And Company.

Birchfield,d.L. The Trail of Tears. 2004. Milwaukee. World Almanac Library.

Byers, Ann. The Trail of Tears – A primary Source History of the Forced Relocation of the Cherokee Nation. 2004. New York. The Rosen Publishing Group.

Bruhac, Joseph. The Journal of Jesse Smoke, A Cherokee Boy, Trail of Tears, 1838. 2001. New York. Scholastic.

Cornelissen, Cornelia. Soft Rain A Story of the Cherokee Trail of Tears. 1998. New York. Delacorte Press.

### **Annotated List of Websites**

Ithaca City School District, “Trail of Tears Webquest,” [http://www.icsd.k12.ny.us/legacy/acs/library/doing\\_history/index.html](http://www.icsd.k12.ny.us/legacy/acs/library/doing_history/index.html)

This website, designed by an educator, provides teachers with a prepared web quest investigation that could easily be modified for specific grade levels. The web quest includes a brief introduction to the Trail of Tears and to the task of the assignment, which is to draft a 3-5 page history of the Trail of Tears. To assist students with this quest, a list of resources is provided, which includes both primary and secondary sources. Worksheets designed to assist students with analyzing photographs, artifacts, and documents are also included. At the bottom of the website is a detailed grading rubric for the assignment.

Lamb, Annette and Johnson, Larry, *Eduscapes: The Topic: Trail of Tears*, <http://www.42explore2.com/trailoftears.htm>

A basic overview of The Trail of Tears, as well as a list of related links are the main features of this website. The overview is approximately one printed page in length, and could serve as an initial introduction to the topic for students. The links are annotated and are separated by topic for teacher reference. There is also a section of links “By kids, for kids,” as well as a list of related vocabulary words to explore. Additionally, the website includes “Be an Explorer” activities, which include suggestions to teachers on how to incorporate the material into the classroom setting through activities from poetry to cooking traditional Indian Frybread.

Library of Congress, “Primary Documents in American History: Indian Removal Act,” <http://www.loc.gov/rr/program/bib/ourdocs/Indian.html>

Part of the collections of the Library of Congress, this website’s homepage contains a description of the Indian Removal Act. It provides a series of links, beginning with connections to three American Memories Historical Collections: (1) “A Century of Lawmaking for a New Nation;” (2) “Map Collections 1500-2004,” and (3) “The Nineteenth Century in Print: Periodicals.” Each of these collections provides detailed primary resources that could be used for students at different grade levels. The website also includes a link to primary resources related to the landmark U. S. Supreme Court decision *The Cherokee Nation v. The State of Georgia*, in which the Court ruled that the Cherokee Nation was not a foreign nation. For teachers, the website provides links to lesson plans and related resources, including a detailed prepared presentation of the history of Native Americans in the United States. The website is rounded out by two separate bibliographies, one with sources geared towards the general population, and one focused specifically on young children.

Lincoln, Eric, *Life on the Trail of Tears Webquest*  
<http://www.atschool.org/teachers/portfolios/elincoln.htm>

This easy to use web quest was designed specifically for use by middle school students. The introduction to the task places students in the position of a reporter for *Harper’s Weekly* in 1839, with the task of covering Relocated Native Americans. The task, to create an editorial, focuses around the essential question: “What were the effects of the Trail of Tears on Native American groups?” To complete the task, the site includes links to four resources specifically geared towards the reading comprehension ability of middle school students. The website also includes specific requirements for the editorial, as well as a rubric with clear expectations for the assignment.

National Park Service, “Trail of Tears National Historic Trail,” <http://www.nps.gov/trte/>

This site includes information to help plan a visit to the Trail of Tears, the history and culture associated with the trail, and resources for teachers. The “Planning Your Visit” section includes a detailed map of the trail, as well as links to tourism sites for the nine states through which the trail passes. The “History and Culture” section provides a short “story” that could serve as an introduction to the history of the Trail of Tears. The “For Teachers” section includes one lesson plan which focuses on the John Ross House and Chieftains, the home of Major Ridge, which are national historic landmarks located in Georgia. The lesson plan is geared towards high school students, but includes a variety of resources which could easily be adapted to different subjects and grade levels.

The lesson plan places these historical locations into historical contexts, and also focuses on building map reading skills, fact analysis, and activities that develop critical thinking and summarizing skills. There are also links to supplementary resources and to related lesson plans.

Taylor, Cindy, *The Trail Where They Cried* Webquest, <http://www.catawba.k12.nc.us/techtrac/plus/taylor/>

Designed to last approximately 9 weeks, this web quest could be used with middle or high school students and places students in the context of young Cherokees in 1838 forced with the possibility of removal. The website includes a host of activities which could also be used in a literature unit in connection with the novel Soft Rain. Students begin by choosing a Native American name (With assistance from a linked website), and must complete nine distinct activities including comprehension questions, vocabulary activities, and the creation of a poster. To complete the task, the website includes an organized list of resources, including websites, photographs, and books. A detailed evaluation rubric, with ranks such as “Chief” for students who earn an “A” to “Died of Coughing Disease on the Trail” for students who receive an “F,” completes the assignment materials. The “Teacher Page” selection includes suggestions on how to use the web quest in the classroom, as well as an outline to assist with lesson planning. The outline includes vocabulary words taken from the novel Soft Rain, as well as links to additional related resources.

Trail of Tears Association, “The Trail of Tears Association Official Website,” <http://www.nationaltota.org/>

The Trail of Tears Association, located in Arkansas, was created to support the “creation, development, and interpretation” of the Trail of Tears National Historic Trail. The “General Information” portion of the site provides an overview of the establishment of the trail as a National Historic Trail. The site includes links to maps on the National Park Service’s website, as well as a detailed “Story” providing an overview of the history related to Indian Removal. The website also contains association newsletters, links to certified websites, and information regarding becoming a member of the association. The website is geared primarily to provide information to teachers, however the “Story” would serve as an appropriate overview of the Trail of Tears for middle and high school students.

We-sa, *Cherokee by Blood: Trail of Tears*, <http://www.cherokeebyblood.com/trailtears.htm>

The homepage of this easy to navigate website begins with a “Who, What, When, How” of the Trail of Tears, and also includes a detailed timeline and perspectives from both witnesses and survivors. At the top of the homepage, there are several detailed links to topics related to Cherokee life, including folklore, genealogy, history, medicine, recipes, religion and society. Although the website does not contain specific lesson plans or teacher resources, the material is easily adaptable to a variety of grade levels and subjects. The “Resources” page provides extensive links on subjects ranging from art to archaeology.

### Annotated Bibliography

Agnew, Brad, Fort Gibson: Terminal on the Trail of Tears, Norman: University of Oklahoma Press, 1980.

Agnew focuses on the establishment of Fort Gibson, the first and one of the most important military outposts in Indian Territory. The U.S. Military established the fort on Grand River in 1924, with a primary purpose to maintain order and expedite the policy of Indian Removal. This work could help students to understand the military force that was used, almost a hundred years after Indian Removal began, to limit dissent from Native American groups.

Anderson, William L., Cherokee Removal: Before and After. Athens: The University of Georgia Press, 1991.

This work is a collection of essays by eight authors, including three of Cherokee descent. The essays focus on the areas of history, geography, sociology and law, and address topics including Cherokee politics, class structure, and land use patterns before the removal, the policies of Andrew Jackson, Cherokee population losses, the effects of removal on the few Cherokees allowed to stay in North Carolina, and problems faced by the Cherokees after the relocation. The essays would be most effective in the high school setting, and could be used to further students' understandings of cultural, political, and social issues surrounding the removal.

Green, Michael D., The Politics of Indian Removal, Lincoln: University of Nebraska Press, 1982.

Green focuses his work on the efforts of the Creek Nation to avoid removal by strengthening the National Council by making it a more powerful central governing body. He also explores how the changing demographics among Creeks caused the Council to reflect the most conservative and traditional aspects in Creek society, which ironically made the centralization of power in the Council the means for preserving the status quo. This work could be used in a high school setting to better understand the attempts of the Creeks to avoid removal. Additionally, it could be used to help students understand that the actions of figures throughout history do not always achieve their intended results.

Littlefield, Daniel F., Jr. Africans and Creeks: From the Colonial Period to the Civil War, Westport, CT: Greenwood Press, 1979.

Littlefield explores the unique relationship between Africans and Creeks from the Colonial Period to the Civil War. The work begins with the backgrounds of the two groups, and seeks to explore how both groups were affected during the introduction of slavery, Indian Removal, the introduction of slavery into new territories, relations with other Native American tribes, and the end of the Civil War and emancipation. This book could be used to give high school students an understanding of the relationship between

Native Americans and African Americans, and could also help students to understand the similarities and differences that these two groups faced in the emerging United States of America.

Perdue, Theda, Nations Remembered: An Oral History of the Five Civilized Tribes 1865-1907, Westport, CT: Greenwood Press, 1980.

Perdue's work is a compilation of oral histories that tell the story of the Five Civilized Tribes from the end of the Civil War to the early years of the Twentieth Century. The annotated collection of interviews were conducted by the Works Progress Administration during the 1930s. The interviews were from Indians and others who remembered the time before Oklahoma became a state, and the topics cover all facets of life in the Indian Territory. The book would be useful in a high school classroom, both for understanding the Native American population during this time and understanding the importance of using oral history to study the past. Additionally, the book contains a series of photographs and maps that could enhance students' understandings of primary source documents.

Perdue, Theda and Green, Michael D., eds. The Cherokee Removal: A Brief History with Documents. Boston: Bedford/St. Martin's, 2005.

This work is a compilation of primary source documents related to the Cherokee Removal. The introduction provides a detailed explanation of how Cherokees were affected by U.S. Indian Policy, beginning with early contact with British Colonists. The documents are separated into five distinct sections, including attempts to civilize the Cherokees, Georgia state policy on the Cherokees, US. Policy on the Cherokees, the debate over how to handle the Cherokees, and the Trail of Tears. Eight photographs are also included in the book, as well as an historical chronology of the Cherokee Removal. In addition to providing information to high school students about Cherokee Removal, the documents in this would provide students with an understanding of how primary source documents are a valuable resource for historical research.

Thornton, Russell., The Cherokees: A Population History, Lincoln: University of Nebraska Press, 1990.

This work provides a survey of the Cherokee people, from their probable beginnings through the 1990's. While a major focus is on the Trail of Tears, the work also focuses on the early wars and diseases which decimated the Cherokees before Indian Removal, as well as population growth following the Trail of Tears. The book serves as an excellent reference point for teachers, and could also be used by high school students as a resource while conducting independent research.

Wells, Samuel J., and Tubby, Roseanna, After Removal: The Choctaw in Mississippi, Jackson: University of Mississippi, 1986.

This collection of eight essays focuses on the aftermath of the Choctaw Removal in Mississippi. The essays begin with an overview of the plight of the Mississippi Choctaw, and relate to the topics of religion, the struggle for cultural identify, and contemporary economic development. The essays could be used by high school students as case studies

of the Mississippi Choctaw and the unique problems they faced. The bibliography also provides a wealth of related primary and secondary source documents.