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| **Course** | Grade 8 Social Studies | | **GaDOE Unit** | Unit 4: Trail of Tears |
| **GSE Standard** | SS8H4.e Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears. | | | |
| **Learning Targets** | I can explain how the political and economic factors led to the removal of the Cherokee Indians from Georgia on the Trail of Tears.  I can explain the roles of John Ross, John Marshall and Andrew Jackson played in the political and economic factors that led to the removal of the Cherokee Indians on the Trail of Tears | | | |
| **Essential Question** | How do economic and political factors affect disenfranchised groups? | | | |
| **Lesson Materials** | | | **Key Vocabulary, People Events** | |
| **Excerpt from John Ross’ Letter to Congress:**   * WASHINGTON CITY Feb. 7, 1829. Printed in the Cherokee Phoenix and Indians' Advocate - Wednesday, June 17, 1829 * Worksheet attached to the end of this document.   **Videos:**   * GPB Georgia Stories Trail of Tears: <http://www.gpb.org/georgiastories/stories/trail_of_tears> * History Channels Trail of Tears: <https://www.history.com/topics/native-american-history/trail-of-tears>   **Letter to the Cherokee from General Winfield Scott:**   * Edward J. Cashin (ed.), A Wilderness Still The Cradle of Nature: Frontier Georgia (Savannah: Beehive Press, 1994), pp. 137-38., retrieved from [www.cherokee.org](http://www.cherokee.org). * <https://cherokee.org/About-The-Nation/History/Trail-of-Tears/Major-General-Scotts-Ultimatum> | | | John Ross  John Marshall  Andrew Jackson  Dahlonega Gold Rush  Worcester v. Georgia  Trail of Tears  Disenfranchisement  Sovereign Nation | |
| **Assessment—Exit Ticket Questions** | | **Student Exemplar Responses to the Exit Ticket may include:** | | |
| Have students answer the EQ:  How do economic and political factors affect disenfranchised groups? | | **Economic Factors:**  The people of Georgia elected officials that fought for their right to Cherokee land. Georgians wanted access to the land to grow cotton and other W.R.I.S.T. crops.  The people of Georgia were also seeking the gold that was found in Dahlonega.  **Political Factors:**  By gaining additional Cherokee land, Georgia would be able to increase its population (using various land distribution systems) therefore increasing its influence in Congress. Since the Cherokee did not have representation in American government, they were unable to successfully negotiate to protect their lands. | | |

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| **Teacher Notes** |
| Prior to this lesson, students need to understand that the United States of America is expanding rapidly. The Great Compromise allowed for the House of Representatives to be based on a state’s population, therefore influencing the amount of power a state can have in Congress. The more American citizens a state has, the more influence they have in Congress. While the Dahlonega Gold Rush directly influences the Trail of Tears, the Cherokee had been fighting for many years to assimilate and become a sovereign nation, recognized by the US Government. The Cherokee successfully used the judicial branch to support their cause, but the much more powerful executive branch overruled the US Supreme Court allowing for the Trail of Tears to take place. President Andrew Jackson’s ability to overrule the Supreme Court is a direct result of the Cherokee being disenfranchised. Since the Cherokee did not vote in American elections, they did not have representation that supported their cause. For additional information, see [the GADOE Teacher Notes](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-8th-Grade-Teacher-Notes.pdf). |

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| **Lesson Sequence** | | |
| **OPENING**  Time: 8 – 12 minutes | | **Scaffolding Suggestions** |
| Have students’ list adjectives that describe a sovereign nation.  Then, using the following quote from John Marshall’s Supreme Court ruling, have students determine if the Cherokee Nation meets the requirements they listed.  *“The Cherokee Nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter but with the assent of the Cherokees themselves or in conformity with treaties and with the acts of Congress. The whole intercourse between the United States and this nation is, by our Constitution and laws, vested in the government of the United States.”*  Be sure to reinforce:   * The westward movement of the population influenced Georgia’s capitals moving westward * American Indians were disenfranchised, which directly led to their removal. * Students should also understand that individual states are not allowed to enter into treaty negotiations with sovereign nations, only Congress has the power to do that. | | **Developing Learners:** focus primarily on vocabulary and what it means to be a sovereign nation in the early 1800s.  **Proficient Learners:** students should be able to actively engage in what a sovereign nation is and understand that the Cherokee are an independent nation.  **Exceptional Learners:** assist students in drawing connections between the interactions of the Cherokee and American Government to modern day examples. |
| **WORK PERIOD**  Time: 25-30 minutes | | **Scaffolding Suggestions** |
| Read the Excerpt from John Ross’ Letter to Congress and complete the document analysis provided.  Analysis Steps:   1. Determine the source 2. Students should determine if they agree or disagree with the statement provided. 3. Then students should provide evidence from the document that they used to determine their answer. Only the side that they checked should be completed (ie: if they agreed, then they complete the agreed side and leave the disagreed side blank). 4. Worksheet is at the end of this lesson plan.   Once analysis is completed, have students partner up and share their responses. Give students an opportunity to correct or change any of their answers.  Then show students one or both of the following videos:   * GPB Georgia Stories Trail of Tears: <http://www.gpb.org/georgiastories/stories/trail_of_tears> * History Channels Trail of Tears: <https://www.history.com/topics/native-american-history/trail-of-tears> (this video page also provides a strong amount of background information that can be beneficial to both teacher and student)   Lastly have students pair up with their previous partner to once again discuss, modify and/or change their statements. | | **All Learners:** consider providing a vocabulary list to the students to help them as they read. It would also benefit students to review how the American Government system functions (an overview). |
| **CLOSING**  Time: 15 – 20 minutes | | **Scaffolding Suggestions** |
| 1. Read General Winfield Scott letter to the remaining Cherokee in Georgia out loud to students in its entirety. Use this time to help students understand the general meaning of the text. 2. Have the student read the letter to themselves, identifying key words and phrases that illustrate the author’s tone. 3. Have students share out what the tone of the text is and how they would feel if they were on the receiving end of such a letter. | | **All Learners:** students will need a lot of support reading this letter. Be sure to break it down as much as your students need, which could be sentence by sentence. Also consider using excerpts instead of the whole letter. |
| **Author(s)** | Natalie Cowart, Autrey Mill Middle School | |

**Excerpt from John Ross’s Letter to Congress, 1829**

1To the Honorable the Senate and House of Representatives of the United States of America, in Congress assembled:

2We, the undersigned, Representatives of the Cherokee Nation, beg leave to present before your honorable bodies a subject of the deepest interest to our nation, as involving the most sacred rights and privileges of the Cherokee People.

3The Legislature of Georgia, during its latest session, passed an act to add a large portion of our territory to that State, and to extend her jurisdiction over the same, declaring "all laws and usages, made and enforced in said Territory by the Indians, to be null and void after the first of June, 1830.

4No Indian, or descendent of an Indian, to be a competent witness, or a party to any suit to which a white man is party." This act involves a question of great magnitude and of serious import, and which calls for the deliberation and decision of Congress. It is a question upon which the salvation and happiness or the misery and destruction of a nation depends, therefore it should not be trifled with.

5The anxious solicitude of Georgia to obtain our lands through the United States by treaty was known to us, and after having accommodated her desires (with that of other States bordering on our territory) by repeated cession of lands, until no more can be reasonable spared, it was not conceived, much less believed, that a State, proud of Liberty, and tenacious of the rights of man, would condescend to have placed herself before the world in the imposing attitude of a usurper of most sacred rights and privileges of a weak, defenseless, and innocent nation of people, who are in perfect peace with the United States, and to whom the faith of the United Sates is solemnly pledged to protect and defend them against the encroachments of their citizens.

6In acknowledgment for the protection of the United States and the consideration of guaranteeing to our nation forever the security of our lands &c., the Cherokee Nation ceded by treaty a large tract of country to the United States, and stipulated that the said Cherokee Nation "will not hold any treaty with any foreign power, individual State, or with individuals of any State." These stipulations on our part have been faithfully observed, and ever shall be.

7The right of regulating our own Internal affairs, is a right which we have inherited from the Author of our existence, which we have always exercised, and have never surrendered…

8It is with pain and deep regret we have witnessed the various plans which have been devised within a few years past by some of the officers of the General Government, and the measure adopted by Congress in conformity to these plans, with the view of effecting the removal of our nation beyond the Mississippi, for the purpose, as has been expressed, to promote our interest and permanent happiness, and save us from the impending fate which has swept others into oblivion.

9Without presuming in doubt the sincerity and good intentions of the advocates of this plan, we as the descendants of the Indian race, and possessing both the feelings of the Indian and the white man, cannot but believe that this system to perpetuate our happiness, is visionary, and that the anticipated blessings can never be realized…

10We cannot admit that Georgia has the right to extend her jurisdiction over our territory, nor are the Cherokee people prepared to submit to her persecuting edict.

11We would therefore respectfully and solemnly protest, in behalf of the Cherokee Nation, before your honorable bodies, against the extension of the laws of Georgia over any part of our Territory, and appeal to the United States' Government for justice and protection...

12In behalf, and under the authority of the Cherokee Nation, this protest and memorial is respectfully submitted.

**WASHINGTON CITY Feb. 7, 1829. Printed in the Cherokee Phoenix and Indians' Advocate - Wednesday, June 17, 1829**

Name: Date: Period:

**Excerpt from John Ross’s Letter to Congress, 1829**

**Directions:** complete the source information based on the bibliography at the bottom of the document. Once you’ve read the source, determine if you agree or disagree with the statements below. Then support your decision with evidence from the text.

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| Source: | Author: |
| Date: | Primary Secondary |

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| **Agree** | **Statement** | **Disagree** |
|  | 1This letter is written to both houses of Congress in 1829.   Agree  Disagree |  |
|  | 2The leaders of the Cherokee Nation were seeking to speak before Congress to advocate for the Cherokee Nation.   Agree  Disagree |  |
|  | 3The request for the audience in front of Congress was a direct result of a law passed by Georgia’s General Assembly.   Agree  Disagree |  |
|  | 5The state of Georgia, which honors the rights of men, is fairly negotiating with American Indians.   Agree  Disagree |  |
|  | 6The Cherokee Nation is requesting protection from the United States.   Agree  Disagree |  |
|  | 8The US Government is moving the Cherokee Nation for the best interest of the Cherokee people.   Agree  Disagree |  |
|  | 9-10The Cherokee Nation are willing participants in the vision of the state of Georgia.   Agree  Disagree |  |
|  | 11Speaking for the Cherokee Nation, the writers of this document, are asking the US Congress to appeal the laws passed by Georgia.   Agree  Disagree |  |