



The Trail of Tears

5_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Remind students that they have just heard about Sequoyah. Ask students to share who Sequoyah was and why he was important. (Sequoyah was a Cherokee man who invented a writing system for the Cherokee. There are very few people in the world who have invented writing systems on their own.) Remind students that the Cherokee were just one of many Native American tribes living in North America before the European colonists settled here.

Essential Background Information or Terms

10 minutes

Share with students that as more and more white Americans settled the United States, there were many conflicts between Native Americans and the settlers who wanted their land. Tell students that as a result, many Native American tribes were moved from their original homes in the East—and throughout the United States—to other locations. Tell students that this also happened to the Cherokee.

Show students a map of the United States. Point to the state of Georgia on the map, and share with students that years ago many Cherokee lived there. You may also want to point to the eastern parts of Tennessee and the western part of the Carolinas, sharing that the Cherokee also lived in these areas near the Appalachian Mountains. Remind students that Sequoyah was born in Tennessee. Then point to Oklahoma.

In the 1830s gold was discovered on Cherokee land in Georgia. The Cherokee were forced by the white men to leave their land and move farther west. Many Cherokee died on the journey, which is called the “Trail of Tears.”

Share with students that the U.S. government told the Cherokee they had to move from their homes in Georgia and Tennessee to what they called “Indian Territory,” which is now the state of Oklahoma. Trace this distance on the map with your finger.

Vocabulary Preview

5 minutes

Forced

1. In today’s read-aloud, you will hear about a *forced* movement that made the Cherokee leave their homes and land.
2. Say the word *forced* with me three times.
3. If something is forced, it is done because it is necessary or had to be done, not because it is planned or wanted.
4. The Cherokee had to move to another state; it was forced by the American government.
5. Tell your partner why you think the Cherokee’s move was forced. Tell your partner whether or not you think the Cherokee’s forced movement was fair.

Relocate

1. In today’s read-aloud, you will hear, “John Ross tried many different ways to talk to the U.S. government and pleaded with them not to *relocate* the Cherokee.”
2. Say the word *relocate* with me three times.
3. *Relocate* means to move a home, people, or animals from one place to another place.
4. The company my father works for is moving to another state, so we have to relocate there, too.
5. Have you or someone you know ever had to relocate their home? Tell your partner about it. Use the word *relocate* when you tell about it.

Purpose for Listening

Tell students to listen carefully to determine the main topic of the read-aloud and to learn more about this journey of the Cherokee people.



The Trail of Tears

← Show image 5A-1: John Ross and son looking at cornfield¹

- 1 [Point to the people in the image.] This is an illustration of a Cherokee man and his son in a Cherokee village. Describe how they are dressed and what their village looks like. [After students share, explain that some Cherokee, like John Ross, adopted parts of the settlers' culture, including the way they dressed, the design/style of their villages, and learning to read and write.]
- 2 Remember, the Cherokee are a Native American tribe that first lived in the southeastern part of the United States.
- 3 John Ross should have been happy with his life, but why do you think he wasn't?
- 4 Why were the white settlers jealous of the Cherokee? Do you think the Cherokee should move and leave their land and businesses so the settlers can have them?

Looking out over his field of waving corn, John Ross smiled. He told his son, "This will be the best harvest of corn we have ever had, and the other crops are just as fine. Life is good here, and one day, all that your mother and I have built will be yours." John Ross was a leader of the Cherokee.² He was rich and successful, and had close friends among both his Cherokee and his white neighbors in Georgia. John Ross should have felt very happy with his life.³

But on that sunny morning in 1830, standing with his son looking out over his cornfield, John Ross knew there was a possibility his son would never own the farm he worked so hard to get and keep. Some white people were jealous of the land and businesses the Cherokee owned. They wanted land and businesses, too. They began asking, "Why don't the Cherokee move? Our government can offer them land farther west, and we will keep their farms and businesses here for ourselves."⁴



← Show image 5A-2: Ross petitioning the government for protection

Many of the Cherokee were worried. They did not want to leave their homes, and they were afraid that the U.S. government might force them to leave. John Ross tried many different ways to talk to the U.S. government and pleaded with them not to **relocate** the Cherokee.⁵ The government didn't listen.⁶

- 5 John Ross begged the U.S. government not to move the Cherokee from their homes to a new place.
- 6 How do you think this made the Cherokee feel?



← Show image 5A-3: Andrew Jackson portrait

7 Remember, you learned about Andrew Jackson in *The War of 1812*. What was his achievement? (won the Battle of New Orleans)

8 The Indian Territory was land in the West that the government set aside for the Native Americans. *Insisted* means demanded. So President Jackson made the Cherokee relocate.

Two years prior, in 1828, an army general named Andrew Jackson had been elected president of the United States.⁷ President Jackson was on the side of those settlers who wanted to take Native American land. President Jackson **insisted** that Native Americans move west to what was called “Indian Territory.”⁸ He sent soldiers to make them go.

Hoping to avoid another war, U.S. government leaders told the Cherokee, “If you will move to the Indian Territory, we will pay you five million dollars to share among yourselves. You can use this to build a new life.” There had already been many wars between Native American tribes and the U.S. government. In many of these wars, the Native Americans lost, and the U.S. government took their land without paying them for it.



← Show image 5A-4: John Ross organizing the Cherokee

9 What do you think happened to the Cherokee if there were not enough supplies, like food?

10 Three miles is the distance from here to _____. Do you think this was an easy or difficult journey for this many people with so few resources?

The U.S. government had promised to supply the Cherokee with wagons, oxen, horses, and food for the long journey, but there were not enough supplies for all of them.⁹ John Ross helped organize the Cherokee to face the problems of a long, difficult journey and a lack of supplies. “We will divide into smaller groups and make sure there is a doctor for each group. We do not have enough food to feed everyone, so we will have to hunt and fish on the way. There are not enough wagons to carry all the children, the old, or the sick. Many of us must walk and carry what we can on our backs.” When the Cherokee set out, there were so many people that the line stretched for three miles.¹⁰



← Show image 5A-5: Cherokee struggling through the snow

11 What does the word *miserable* mean?

12 They met a terrible storm as they traveled mostly on foot to the Indian Territory.

The road West was difficult. Many Cherokee were sick or injured, but they could not stop to heal. They had to keep walking. It was **miserable**.¹¹

Then, partway to the Indian Territory, while in Kentucky in November, the Cherokee **encountered** a horrible winter storm.¹² Through the bitter cold and falling sleet and snow, the Cherokee continued their journey. Many people died, and even after the

13 The Trail of Tears is what people call the relocation of the Cherokee from their homes in Georgia to land set aside for the Cherokee in present-day Oklahoma.

14 or movements made not by choice



← **Show image 5A-6: New life in Oklahoma**

storm ended, others were too weak to finish the trip. So many Cherokee died on the way that the survivors called this journey the “Trail of Tears,” and it has been called that ever since.¹³

The Trail of Tears and other **forced** movements¹⁴ of Native Americans are some of the saddest events in the history of the United States, but that is why we need to remember them. It’s important to remember the sadder parts of history to prevent them from happening again.

With tremendous courage, and after many years of hard work, the Cherokee built themselves a new life. But most of them, and many other Native Americans who were forced to relocate, never again saw their old homes back in Georgia.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* What was the main topic of the read-aloud? (the Trail of Tears, or the forced relocation of the Cherokee people)
2. *Literal* Where were the Cherokee told to relocate? (“Indian Territory,” or present-day Oklahoma)
3. *Literal* What is the Trail of Tears? (the forced relocation or movement of the Cherokee from Georgia to “Indian Territory”)
4. *Inferential* Why was the Cherokee forced relocation so difficult and miserable? (They did not have a choice; they had to leave behind their homes and businesses; they did not have enough supplies; the sick and weak did not have time to rest; they encountered a terrible winter storm; many people died.)

5. *Inferential* Many pioneers like the Morgans *chose* to move to the West. However, the Cherokee were *forced* to move. Who insisted that the Cherokee abandon their homes and businesses and move from their lands? (President Andrew Jackson, the U.S. government) Why? (The American settlers and colonists wanted the Cherokee land and businesses for themselves.)
6. *Evaluative* What adjectives could you use to describe the Cherokee's relocation, or their journey from their homes in the East to land farther west? (miserable, cold, difficult, sad, etc.)
7. *Evaluative* Why do you think this journey is known as the Trail of Tears? (Many people died; there was terrible suffering; it was an extremely sad time for the Cherokee; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* John Ross and Sequoyah were both leaders of the Cherokee. How were they similar as leaders? (Answers may vary.) How were they different? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Encountered

5 minutes

1. In the read-aloud you heard, “Then, partway to [the Indian Territory], while in Kentucky in November, the Cherokee *encountered* a horrible winter storm.”
2. Say the word *encountered* with me.
3. *Encountered* means met or came upon something suddenly or unexpectedly.
4. While camping in the woods with his brother, Marcus encountered a raccoon.
5. Have you ever encountered something unexpectedly? Try to use the word *encountered* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Once, I encountered . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *encountered*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If the sentence describes someone who encountered something or someone, say, “That was encountered.” If the sentence describes someone who planned to meet another person, say, “That was planned.” [You may want to emphasize that the difference will be if the meeting was planned or not.]

1. While at the grocery store, Sergio and his mother unexpectedly met Sergio’s teacher. (That was encountered.)
2. Lisbeth asked her friend to meet her at the mall at 6:00, and when she got there, her friend was waiting for her. (That was planned.)
3. Patrice suddenly came upon a small snake while raking leaves in the backyard. (That was encountered.)
4. Thomas saw his grandfather waiting for him outside the school, just as he does every day. (That was planned.)
5. Dylan thought the puzzle was going to be easy to do, but he ran into many difficulties while he was working on it. (That was encountered.)



Complete Remainder of the Lesson Later in the Day



The Trail of Tears

5_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

Westward Expansion Timeline

5 minutes

Briefly review what was placed on the Westward Expansion Timeline in the previous lessons. Show students Image Card 9 (Trail of Tears). Explain that the U.S. government forced the Cherokee to leave their homes in Georgia and relocate farther west in Indian Territory in 1838, which was just a few years after Sequoyah developed his writing system for the Cherokee language, and just a few years after the Erie Canal was first used. Ask students where the Image Card should be placed on the Timeline, and then place it to the right of the image of the Erie Canal. (Refer to Answer Key on Instructional Master 1A-1.)

Have students add the Trail of Tears to their individual Timelines. Students should include the year (1838) and a depiction of the event in writing and/or pictures.

Westward Expansion Quilt (Instructional Master 5B-1) 15 minutes

Note: Write the main topic of the read-aloud (*Trail of Tears*), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt squares. Some details you may wish to list are *Cherokee, John Ross, President Andrew Jackson, U.S. government, Georgia to Oklahoma, forced to leave, lost businesses and farms, miserable, cold, difficult, sad, winter storm, people died, not enough supplies, and Indian Territory*. Include any available images (or drawings) that help explain the information. If

needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- What was the Trail of Tears?
- Who forced the Cherokee to relocate?
- Why did the U.S. government force the Cherokee to relocate?
- Where were the Cherokee relocated?
- What are some adjectives you might use to describe this terrible event?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (The Trail of Tears) Then, they should write a word or short phrase in each corner, sharing facts learned about the Trail of Tears. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Save these quilt squares for making the complete quilts at a later time.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Sequoyah or the Trail of Tears to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 5B-2 and 5B-3.