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Trail of Tears in Alabama

Alabama played a much larger role in the removal of the Cherokee Indians from their homelands in the southeast than was previously thought. At least eight companies of heavily armed troops, including regular United States army soldiers, and Alabama and Tennessee volunteers, poured into Northeast Alabama to carry out the removal of the Cherokees, and some Creeks, as called for by terms of the Treaty of New Echota. At least nine posts were constructed or temporarily manned by the troops in present-day Cherokee, DeKalb, Etowah, Marshall, and Jackson Counties to house supplies, billet troops, and hold the Indians in confinement before they departed for their new homes in the west in early October of 1838.

Most of this land, along with a large portion of southwestern Georgia was one of the last regions to be systematically taken away from the Cherokee Nation by the U.S. government throughout the 1800's culminating in the Trail of Tears. Much of what is now present day Cherokee, Etowah and DeKalb counties was a thriving Cherokee community all the way up to the 1820's. Trading villages like Turkeytown, Willstown, and Creek town which have now been washed away by the hands of time, or in the case of Turkeytown, the waters of Weiss Lake. Very little trace is left now of the Cherokee and their culture here in Alabama, making it all the more important to preserve and pass on the history found here.



Trail of Tears Timeline

1780's Civilization Programs

The United States Government “encourage” the Cherokees to abandon their traditional way of life, and convert to an agrarian, Christian, or “civilized” lifestyle.

1785 Hopewell Treaty (Cherokee)

http://avalon.law.yale.edu/18th_century/chr1785.asp

Hopewell, GA. This was an agreement set forth by the State of Georgia, that established boundaries for the Cherokee lands. It was also supposed to force white settlers on Cherokee lands to give up their claims. In the last article of the treaty states that “the hatchet will forever be buried” and peace will be forever established.

This treaty was the first step in ultimately displacing the Native Americans from the eastern US. It set a precedent for future events.

1791 Holston Treaty with the Cherokee

http://avalon.law.yale.edu/18th_century/chr1791.asp

This treaty further relinquishes the land rights of the Cherokee people, and established new boundaries. It forced the Cherokee to allow white settlers use the Tennessee River and roads through Cherokee lands. It also establishes the US as the sole regulator of trade for the Cherokee People. This is a turning point, because of the aggressive language used in the treaty.

1800

Settlers poured into what is now the Southeastern US. Their main obstacle to westward expansion were the tribes of the Southeast.

1802 Compact of 1802

Georgia agrees to give up claims on western lands, in exchange, the US Government agrees to remove all Cherokees from the state, and take away all their land rights.

1803

Congress agrees to purchase the Louisiana Territory from France. Thomas Jefferson implements plans the plan to move Native Americans east of the Mississippi. This move was voluntary and most Cherokees refused to go.

Between 1805 and 1833

Georgia holds eight lotteries to redistribute the lands of the Cherokee.

1814 Andrew Jackson goes to battle with the Creek Nation that culminates with the Battle of Horseshoe Bend, near the Alabama-Georgia border. Jackson easily defeats the Creeks and eliminates their military power. He imposes a treaty on them that cedes over twenty million acres.

1817 Treaty of Cherokee Agency. (Turkeytown Treaty) This treaty further degrades boundaries and divides the Cherokee Nation. It sets up the removal process by promising every Cherokee 1 square mile of land if they move west and become citizens of the United States. Most Cherokees were opposed, but the treaty was ratified by the Council

<http://digital.library.okstate.edu/kappler/vol2/treaties/che0140.htm>

1817-1827 The Cherokee formed a new type of Tribal Government based on the US Government, with a two-house legislature. They adopted Christianity and learned English, while developing a written language of their own. This led them to being considered one of the “civilized tribes”. These moves were made to try to ensure a future for the Cherokee.

March 3 1819

Congress declared that the president had the authority to take any action necessary to civilize the Native American Population. A fund was set up to teach Native Americans, reading, writing, and arithmetic, as well as farming practices.

May 6, 1822. An Act to Abolish Trading Establishment with the Indian Tribes

Congress passed this act which allowed the president to close all Indian trading houses and use the contents however he wished.

1822 John Ross and 1600 remaining Cherokees adopt a resolution to never cede any more land to the US govt.

Feb 28, 1823 Johnson v. McIntosh

The Supreme Court declares that US Citizens could not purchase lands directly from the Cherokee. Native Americans can only sell their land to the US government.

1823 The Federal Government, realizing the power of Cherokee John Ross, sends a Creek chief on a secret mission to try to convince the Cherokee to move west. He offered them a sum of \$2000, but was later exposed a

1825 President Monroe announces his plans to remove all Indians East of the Mississippi. He was pressured to do this by the state of Georgia, where gold was recently found on Cherokee land.

1827 The Cherokees adopt a written constitution.

October 1828 The Cherokees elect John Ross as their Chief

November 1828 Andrew Jackson was elected as President of the United States

May 6, 1828 Treaty of Washington

This treaty addressed Cherokees that relocated west of the Mississippi. It guaranteed them over seven million acres. It promised a years worth of provisions, compensation for their lands and payment for travel.

December 20 1828

In fear that the US would not force the Cherokees out of their lands, Georgia enacted state laws that stripped them of all their rights and nullified their constitution. This was aimed again at trying to force the Cherokees out of the state

January 1829

John Ross leads a delegation to Washington DC to try to resolve the non-payment of annuities owed by the US Government, and resolve border issues with the state of Georgia. They petitioned Congress and did not even request an audience with President Jackson.

April 1829 The US government informed John Ross that President Jackson supported the rights of Georgia to impose their laws over the laws of the Cherokee Nation.

Late 1829 Gold Rush in Georgia.

Prospectors flood to the Mountains of Northeast Georgia.

Jan 1 1830

Major Ridge evicts white settlers who have illegally settled on Cherokee lands near the Georgia Alabama line. Even though this was legal under US law, it infuriated Georgia politicians.

May 28 1830 Indian Removal Act

The Federal Government authorizes negotiations with Native Americans, to force them to give up all land rights east of the Mississippi, in exchange for lands in the West. All costs were to be incurred by the US Government.

1831-1832 Choctaw removal

March 3 1832 Worcester v. Georgia

The Supreme Court ruled that the Federal government, not the states had all jurisdiction to Indian territories. An outraged Andrew Jackson said “ The Chief Justice has made his ruling, Now let him enforce it.” Soon after, Jackson used funding from the Indian Removal Act of 1830 to force all Indian Nations west of the Mississippi.

1832 Removal of Choctaw and Creeks.

1833 Escorted by the Army, the Choctaw arrive to their new lands in the West

1834 Congress forms the Department of Indian Affairs, which controlled and regulated trade and appropriated new Indian lands in the West.

1832-1833 The Seminoles signed treaties with the US, but did not comply with them. They fled to the swamps and waged guerilla warfare against the United states. They were aided by run-away slaves.

1835 Treaty of New Echota. A small group of Cherokee, led by Major Ridge went against the wishes of John Ross and the majority of Cherokee, and signed a treaty with the US Government. This gave up all their lands in Georgia, and gave the Cherokee new lands in what is now Oklahoma.

1836 Texas wins Independence from Mexico, and declares that Indians have no right to any land there.

February 1838 - 15665 people of the Cherokee Nation petition congress in protest of the New Echota Treaty

March 1838 – Many American citizens petitioned Congress to prevent removal

April 1838 Congress rejects petitions to stop removal

May 1838 Cherokee roundup begins. Southeast suffer worst drought in recent history Tsali escapes removal and flees to North Carolina.

June 1838 - Trail of Tears Begins

President Van Buren orders the army into the Cherokee nation to round them up into temporary stockades, and eventually take them 800 miles to their new lands in the West.

The first detachment of Cherokees were taken west. Further removal was halted due to drought and “sickly season”

July 1838 - Over 1300 Cherokees are imprisoned in forts and stockades, awaiting a break in the drought. Over 1500 die in confinement.

August 1838 Cherokee chiefs meet at Aquohee stockades and declare sovereignty of the Cherokee Nation. John Ross becomes superintendent of the removal.

September 1838- the drought in the southeast breaks and the Cherokee set off on their exodus to their new lands in the West.

September 1838 - The Seminole resistance was crushed when Chief Osceola was captured under a flag of truce. He later died in jail, and most of the Seminoles complied to move to the West.

October 1838 - The Trail of Tears begins for the majority of Cherokees

November 1838 Thirteen detachments of Cherokee cross Tennessee and Illinois. The first groups reach the Mississippi River and are held up due to ice flows.

December 1838 John Ross leaves his homeland with the last detachment of Cherokees, carrying laws and records of the Cherokee Nation. Chief Bushyhead camps near Trail of Tears Park.

January 1839 The first overland detachment arrives at Fort Gibson and Ross party of sick Cherokee travel from Kentucky by riverboat.

February 1839 Chief Ross's wife, dies near Little Rock Arkansas

March 1839 The last of Ross's detachments arrive in the Oklahoma Territory. Over 3000 Cherokee die on the trail. Over 1600 die in stockades. And over 800 more die later in 1839 in Oklahoma. Trail of Tears ends

April 1839 – Cherokees start to rebuild their nation. They clear land, build houses and raise crops.

May 1839 – Western Cherokee meet to establish new Cherokee Government.

June 22, 1839 Old Treaty Party leaders attempt to sabotage reunification negotiations between Sequoia and John Ross. Vengeful Cherokees assassinate Major Ridge, John Ridge, Elias Boudinot.

July 1839 - Cherokee Act of Union

The Eastern and Western Bands of Cherokee unite, in response to treatment by the US Government.

August 1839 Boudinot's brother, Stand Watie, vows to avenge the death of Treaty Party elders

September 1839 The Cherokee adopt their new constitution and establish Tahlequah as the capital.

1851 Indian Appropriations Act. This further forces the tribes to consolidate on Reservations to facilitate the western migration of settlers and make way for the transcontinental railroad.

August 1, 1866 John Ross dies on a Reservation in Oklahoma

The Key Players of the Trail of Tears



JOHN ROSS

John Ross made an unlikely looking Cherokee chief. Born in 1790 to a Scottish trader and a woman of Indian and European heritage, he was only one-eighth Cherokee by blood. Short, slight and reserved, he wore a suit and tie instead of deerskin leggings and a beaver-skin hat. His trading post made him more prosperous than most Indians—or white men. But his mother and grandmother raised him in a traditional household, teaching him the tribe's customs and legends. When the Cherokees embraced formal education—they adapted quickly to a world they knew was changing. He attended school with the Cherokee children. After his mother died, in 1808, Ross worked at his grandfather's trading post near present-day Chattanooga, an important way station on the road to the West. There he encountered white settlers moving onto Cherokee land, his first insights to what was to come.

In his early adulthood, Ross was a plantation owner and also owned many slaves. He founded Rossville, Georgia; gained lucrative government supply contracts; served as postmaster in Rossville; and established Ross's Landing (now Chattanooga, Tennessee). Ross served under Andrew Jackson against the Creeks in the Creek War of 1812 as a Lieutenant and alongside Sequoyah and 500 other Cherokee helped win the Battle of Horseshoe Bend. In the early 1800s, Ross had made enough money that he transitioned from his wealth-earning enterprises into an active role in Cherokee political affairs. Ross served as a Cherokee delegate to Washington DC in 1816 and joined the Cherokee National Council in 1817. Ross became president of the Cherokee National Council from 1819-26. He spent part of this time in Alabama in the Turkeytown village. Ross acquired the position of Associate Chief of the Eastern Cherokee in 1827, and was elected to the high position of Principal Chief by an overwhelming majority in 1828, a position he held until 1839. The new Cherokee government worked to maintain Cherokee lands that had been promised until their ultimate removal in 1838.



MAJOR RIDGE

The Cherokees called him Nunnehidihi “the man who walks on the mountaintop,” for his preferred means of traversing the woods. White men interpreted that as “ridge.” He would appropriate the rank he was given during the Creek War as a first name. Born in 1770 or 1771, Ridge straddled two generations: in his youth he had fought white settlers, but as a man he welcomed European traditions. “He appears very anxious that all his people should receive instruction, and come into the customs of the whites,” the missionary William Chamberlin wrote in 1822. Indeed,

Ridge was one of the first Cherokees to send his children to missionary schools.

Ridge’s embrace of change was initially unpopular among his tribesmen, but few questioned his loyalty. In 1807 he had helped kill the powerful Cherokee chief Doublehead for selling tribal hunting grounds for personal profit. And in 1808, when white U.S. Indian agents enticed principal chief Black Fox into proposing that the tribe move west, Ridge had been the first to protest.

After the war, the Ridge family established a plantation on the Oostanaula River in present-day Rome. With his friend and neighbor John Ross, Ridge helped establish a Cherokee Nation with three branches of government in 1827. He served as counselor, and Ross became principal chief, the equivalent of president.

Believing that they had succeeded in the "civilization" process by establishing a government on a U.S. model, Cherokees like the Ridges were shocked when the U.S. Congress passed the Indian Removal Bill of 1830 and Georgia implemented a lottery to dispense Cherokee lands shortly thereafter. As Georgians began to move illegally into the Cherokees' houses, businesses, and plantations, often by force, Ridge became convinced that either warfare or negotiation with the U.S. government must proceed. He became a leader of the Treaty Party, which favored removal to Indian Territory west of the Mississippi River (in present-day Oklahoma), in exchange for financial compensation of \$5 million to the Cherokees. He and a minority of Cherokees signed the Treaty of New Echota in December 1835 without authorization from Ross or the Cherokee government. The illegal treaty was then signed by President Jackson and passed by one vote in the U.S. Senate. The Ridge family and others voluntarily moved west.



SEQOUYAH

Near the town of Tanasee, and not far from the almost mythical town of Chote lies Taskigi(Tuskegee), home of Sequoyah. In this peaceful valley setting Wut-teh, the daughter of a Cherokee Chief married Nathaniel Gist, a Virginia fur trader. The warrior Sequoyah was born of this union in 1776.

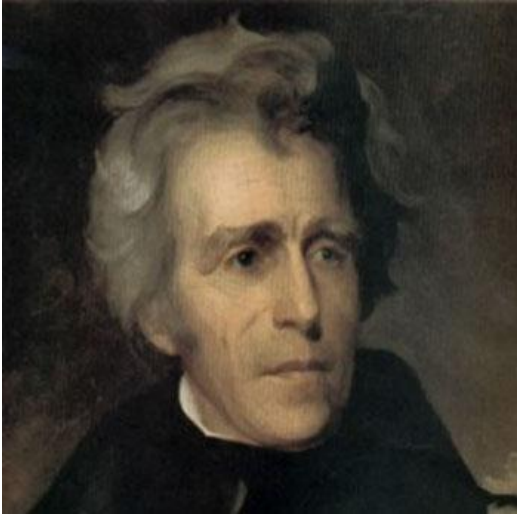
Probably born handicapped, and thus the name Sequoyah (Sikwo-yi is Cherokee for "pig's foot"), Sequoyah fled Tennessee as a youth because of the encroachment of settlers. He initially moved south to present-day Georgia, where he became a silversmith. A man who purchased one of his works suggested that he sign his work, like the white silversmiths had begun to do. Sequoyah considered the idea and since he did not know how to write he visited Charles Hicks, a wealthy farmer in the area who wrote English. Hicks showed Sequoyah how to spell his name, writing the letters on a piece of paper. Sequoyah began to toy with the idea of a Cherokee writing system that year (1809).

He moved to Willstown, Alabama, and enlisted in the Cherokee Regiment, fighting in the Battle of Horseshoe Bend, which effectively ended the war against the Creek Redsticks. During the war, he became convinced of the necessity of literacy for his people. He and other Cherokees were unable to write letters home, read military orders, or record events as they occurred.

After the war, he began in earnest to create a writing system. Using a phonetic system, where each sound made in speech was represented by a symbol, he created the "Talking Leaves", 85 letters that make up the Cherokee syllabary (he would later add another symbol, making the total 86). His little girl Ayoka easily learned this method of communication. He demonstrated his syllabary to his cousin, George Lowrey by sending Ayoka outside the house, then asking Lowrey to answer a question. Sequoyah wrote the answer down on a piece of paper, then had Ayoka read the answer to Lowrey. Lowrey encouraged Sequoyah to demonstrate the syllabary in public. A short time later in a Cherokee Court in Chattooga, he read an argument about a boundary line from a sheet of paper. Word spread quickly of Sequoyah's invention. In 1821, 12 years after the original idea, the Cherokee Nation adopted Sequoyah's alphabet as their own. Within months thousands of Cherokee became literate.

Sequoyah, a mixed-blood Cherokee, distilled the Cherokee oral language into a set of 86 symbols; soon, the tribe enjoyed a higher rate of literacy than the settlers who called them savages. They started a newspaper, the Cherokee Phoenix. In 1825—after new president John Quincy Adams promised to honor the federal government’s obligations to Indians—the Cherokees began their largest public works project, building a council house, courthouse and public square in northwestern Georgia, near present-day Calhoun. They named it New Echota, in honor of a village lost to settlers years earlier





ANDREW JACKSON

Andrew Jackson was a fighter from the day he was born. His father had been killed in an accident before reaching 30 and it was on the way home from his burial, that his mother gave birth to Andrew in a wilderness between North and South Carolina. He was only 13 in joining in the American Revolutionary War where he was proud to serve with his two brothers. One brother died in battle and Andrew and his remaining brother were taken prisoners. While starving and suffering from exposure to smallpox, Andrew was attacked with a sword by a British officer after the boy refused to shine his shoes. The scars from this event, and the death of his brother soon after their release, created a hatred for the British. When his mother went to the aid of American prisoners suffering from cholera, she died too, leaving Andrew an orphan. He became an Indian fighter and as a soldier was famous for the Battle of New Orleans.

As a boy in the 1770s, Jackson had listened to stories of Indian violence toward settlers, and with no apparent understanding of their motives, he developed prejudices that he—like many Americans of his day—held throughout his life. He routinely called Indians “savages” and people of mixed heritage “half-breeds,” and he was unshakable in his conviction that Indians should be removed from the South, even though it was said he adopted a Creek orphan. In March 1814, Jackson tracked the Red Sticks to Horseshoe Bend, a peninsula formed by the Tallapoosa River in what is now Alabama, and launched a frontal assault on their breastworks. His troops might have been repulsed had the Cherokees not crossed the river and attacked from the rear. Caught between two attacking forces, the Red Sticks lost nearly 900 warriors in what proved to be the decisive battle of the war.

Jackson had been serving as a federal Indian commissioner when he launched his first effort to remove the Cherokees en masse. In 1817, he appeared with two other agents at the Cherokees’ council in Calhoun, just northeast of what is now Cleveland, Tennessee, to inform the tribe that if it refused to move west, it would have to submit to white men’s laws, no matter what any treaties might say. The chiefs dismissed the agents without hesitation. “Brothers, we wish to remain on our land, and hold it fast,” their signed statement said. “We appeal to our father the president of the United States to do us justice. We look to him for protection in the hour of distress.”

Jackson was elected President in 1828, with ideas about keeping a small and limited government, while at the same time lifting the executive power of the Presidency. He saw

himself as a spokesman for all Americans. Later on his supporters would found the Democratic Party. As the President, Andrew Jackson was most famous for two accomplishments, one of which he so proud of that he requested it mentioned on his tombstone. He was vehemently opposed to the national bank which he considered a corrupting influence which allowed foreign interests too much power in the affairs of the country. He destroyed the bank by vetoing the renewal of their charter and died happy about it.

By 1830, a significant number of frontiersmen who had fought in Indian Wars were in favor of the total extermination of the native tribes. Jackson had previous experience in negotiating for Indians to move further west. Indian removal was part of the platform in both his Presidential campaigns. After a disagreement between the state of Georgia and the U.S. Supreme Court over gold on Cherokee lands, Jackson brought about a removal treaty which was enforced by his successor, Martin Van Buren. The forced migration of the Indians to the west of the Mississippi River became known as "The Trail of Tears."

Other links:

Interactive trail of tears map

<http://www.smithsonianmag.com/multimedia/videos/Explore-the-Trail-of-Tears.html>

more maps:

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

<http://www.cr.nps.gov/nr/twhp/wwwlps>

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/118trail/118images/118map2ch.jpg/lessons/118trail/118locate1.htm>

<http://alabamamaps.ua.edu/historicalmaps/alabama/1825-1850.html>

Sources:

<http://www.smithsonianmag.com/history-archaeology/The-Cherokees-vs-Andrew-Jackson.html#ixzz2PVXjWV00>

http://rossvillega.com/cherokee_chief_john_ross.htm

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2885>

<http://voices.yahoo.com/presidential-power-andrew-jackson-trail-of-11156134.html>

Lesson 1 Trail of Tears Reenactment

Building Background Knowledge

Teacher: Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results

Established Goals:

Students will build background knowledge of the Cherokee as they walked along the Trail of Tears.

Students will experience aspects of walking on the Trail of Tears.

Students will use prediction skills.

Understandings:

Students will understand

- The events the Cherokee experienced at removal.
- The events the Cherokee experienced on the Trail of Tears.
- The nutritional needs of the Cherokee.

Essential Questions:

What would it take for you to survive the Trail of Tears?

Student will know....

- The Cherokee were forcefully removed from their land.
- The Cherokee experienced great hardship on the Trail of Tears.

Student will be able to...

- Relate to the Cherokee who walked the Trail of Tears.

Stage 2- Assessment Evidence

Performance Tasks:

- Prediction
- Participate in a Trail of Tears reenactment.
- Create a Trail of Tears Notebook Journal

Other Evidence:

- Observation of participation in the reenactment.
- Notebook Journal Entries.

Self-Assessments

- Students will assess their predictions through continued experiences of lessons.

Other Evidence, Summarized

- The teacher will observe student participation throughout the reenactment activities.
- The teacher will read over predictions and discuss results with the students.

Stage 3 Learning Plan

. Learning Activities:

- A. Introduction/Motivation: Show students a ration of food that Cherokee Indians received. (Photo examples included below)
 - a. The students will think about and discuss what they believe the food represents.
 - b. Using the Trail of Tears Notebook Journal
 - i. The students will title the first page: Predictions.
 - ii. Prediction 1: The students will write their prediction of what they think the food shown represents.

B. Watch the NPS Trail of Tears video. This video is free from the National Park Service. It can be ordered for free, or watch it online at: <http://www.nps.gov/trte/photosmultimedia/dvd.htm>

a. Using the Trail of Tears Notebook Journal

i. Students will write: Prediction 2

ii. Students will write what they think the food rations shown at the beginning of the lesson represents after watching the video.

C. The following lesson is adapted from the Indian Removal lesson by Barak Gtzersen, Fort Smith, Arkansas, National Park Service. The students will reenact walking on the Trail of Tears.

a. Group Activity: (This activity could be completed in a hallway, on a school playground, football field, hiking trail, etc)

i. Suggested hiking trails in northern Alabama National Parks: Russell Cave National Monument Hiking Trail 1.2 miles, Russell Cave National Monument Nature Trail .5 miles. Little River Canyon National Preserve Path to Learning Trail .5 miles, Little River Canyon National Preserve Canyon Mouth Trail 1 mile, Little River Canyon National Preserve Beaver Pond Trail Loop 1.5 miles, Desoto State Park.

b. Assign ten students to be soldiers.

c. Assign one student as the Captain.

d. The rest of the students will be Cherokeees.

e. The Captain will:

i. Instruct the soldiers to round up the Cherokee.

ii. Instruct the Cherokee to scatter on the field.

iii. Instruct the soldiers go round up the Cherokee and bring them into the stockade. Stockade can be four benches or predetermined areas. This represents the stockades that the Cherokee were rounded up in.

iv. As the Cherokee are brought in, have a couple of the soldiers pretend to burn their houses.

D. Explain to the students that some of the Cherokeees were marched westward by the soldiers but most asked that they conduct their own removal.

a. Removal Begins.

i. The Cherokee begin their march. Some of the Cherokee are given hazard cards,

1. Illness-Measles and Whooping Cough-5 people die

2. Cold Weather-2 people die

3. Fell into a River-1 person dies

- ii. As the walk is reenacted, the teacher will call out the hazard card categories.

1. Students will reenact these events.

- b. Conclusion: Students will be given five minutes to discuss the events that they experienced during the reenactment.

- i. Students will record their experiences in their Trail of Tears Notebook Journal:

1. Students will go to page 2 in their Trail of Tears Notebook Journal and write about:

- a. Their role in the Trail of Tears activity.

- b. How they would feel about their role.

- c. What they saw in the video and how their role was depicted.

- d. Students will create a title for this page.

2. Students will go back to page one and write:

- a. Prediction 3: Students will write what their prediction is now about the food presented at the beginning of the lesson.

E. HOMEWORK: Students will write down everything they eat in one day in their Trail of Tears Notebook Journal.

Removal Cards:

Measles

Dysentery

Whooping Cough

Typhoid Fever

Cold Weather

Cold Weather

Fell into the Water

Fell into the Water

Influenza

Influenza

Pictures of what was found in rations:

Hard Bread:



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Bacon:



http://images2.wikia.nocookie.net/__cb20111209105459/bacon/images/thumb/7/7f/Bacon_Strip.jpg/320px-Bacon_Strip.jpg

Corn Meal:



<http://forsheismorelovely.com/cgi/wp/?p=313>

Lesson 2 Picture Analysis/Stories from the Trail of Tears

Building Background Knowledge

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results	
Established Goals: Students will build background knowledge of the Cherokee as they walked along the Trail of Tears through photo analysis. Students will personalize life on the Trail of Tears by reading real accounts from the Trail of Tears. Students will use prediction skills.	
Understandings: Students will understand	Essential Questions: What would it take for you to survive the Trail of Tears?
<ul style="list-style-type: none">• The events the Cherokee experienced at removal.• The events the Cherokee experienced on the Trail of Tears.• The nutritional needs of the Cherokee.	
Student will know.... <ul style="list-style-type: none">• The Cherokee were forcefully removed from their land.• The Cherokee experienced great hardship on the Trail of Tears.	Student will be able to... <ul style="list-style-type: none">• Relate to the Cherokee who walked the Trail of Tears.

Stage 2- Assessment Evidence

Performance Tasks:

- Analyze a photo from the Trail of Tears.
- Analyze and personalize stories from the Trail of Tears.
- Present a story to the class.
- Record feelings in Trail of Tears Notebook Journals.

Other Evidence:

- Observation of participation in activities
- Class presentation.
- Notebook Journal Entries.

Self-Assessments

- Students will discuss their reactions with peers.
- Students will assess their predictions through continued experiences of lessons.

Other Evidence, Summarized

- The teacher will observe student participation throughout the photo analysis.
- The teacher will observe student participation during story activity.
- The teacher will critique class presentation.
- The teacher will read over Trail of Tears Notebook Journal Responses.

Stage 3 Learning Plan

. Learning Activities:

A. Photo Analysis: (This lesson is adapted from a photo analysis Statue of Liberty Immigration lesson presented as a TA-DAH Teaching American History Grant activity) Lesson preparation before activity: The teacher will print the “On the Trail of Tears” painting from the Max D. Standley website.

http://www.maxdstandley.com/trail_of_tears_series/the_trail_of_tears.html (Copy of Photo is also included below.) Print a class set of the photo.

- a. The teacher will cut apart the copies into four puzzle pieces.
 - i. Each piece will be numbered.

- ii. Piece number 1 should include the top left corner with the soldiers on the horses and the wagon.
- iii. Piece number 2 should include the women on the bottom left.
- iv. Piece number 3 should be the top right corner with the Native American on the horse.
- v. Piece number 4 should be the male Native American from the center of the painting.
- vi. Place the pieces in numerical order in a baggy, face down.

B. Photo Analysis:

- a. The teacher will instruct the students to take out piece number 1 without looking at the other pieces.
 - i. The students will predict what they think is happening in the piece.
 - ii. The students will share their predictions with another student.
- b. Following the same procedures as piece number 1, the students will take out pieces 2, 3, 4 one at a time.
- c. The students will put all of the pieces together.
 - i. The students will predict what they think is happening in the photo.
 - ii. The students will share their predictions with another student.
 - iii. The students will determine if their predictions were correct.
 - iv. Students will answer the Trail of Tears Observation Sheet (included below) questions in their Trail or Tears Notebook Journal.

C. Story Analysis: (This is adapted from a lesson found in the University of Arkansas Trail of Tears Curriculum http://ualr.edu/sequoyah/uploads/2010/05/Trail_of_Tears.pdf):

- a. Students will read Family Stories from the Trail of Tears from the Sequoyah Research Center to discuss and write an analysis of the events. Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center ***Please pre-read interviews. Some of them are very detailed and graphic****
 - i. Interviews that involve families from Alabama: Wynn, Lizzie –

Immigration from Alabama: Chambers, Jenny McCoy; Cook, Wallace; Dowson, Lucy; Hill, Mary. Stories from Alabama are included below.

ii. These stories and others are found at:

<http://www.ualr.edu/sequoyah/uploads/2011/11/Family%20Stories%20from%20the%20Trail%20of%20Tears.htm>

- b. Building Background: Explain that sometimes people tell their children stories about their families. The teacher will give an example: My father was in Vietnam. He was in the Army.....
- c. Students will share a story about an ancestor with a peer.
- d. The teacher will ask for a volunteer to tell a unique or interesting story they heard from their partner.

D. The students will read stories from people whose ancestors were on the Trail of Tears.

- a. Students will be placed in groups of four and five. Each group will receive a different story from the Trail of Tears.
- b. The students will read the passage together and answer the Group Personal Accounts Questions (included below).
- c. The students will choose a group leader to present the information to the class.
- d. The students will express their feelings about the stories they heard by answering the Individual Personal Accounts Questions in their Trail of Tears Notebook Journal.

Name: _____ Date: _____

“On the Trail of Tears” Photo Analysis

Answer these questions in your Trail of Tears Notebook Journal

1. What do you see in the picture? Be specific. Include details.
2. Who is in the picture?
3. What are the people in this photo doing?
4. Besides the Cherokee, who else do you see in the picture? Why do you think they are there?

5. Based on what you see and know, why is this photo called, “On the Trail of Tears”?

6. Do you think this photo captures what really happened on the Trail of Tears? Why or why not?

Name: _____ Date: _____

Real Stories from the Trial of Tears Analysis

Answer these questions in your Trail of Tears Notebook Journal

Group Analysis:

1. Who did you read about?
2. Give specific details about the person. (Possible examples: age, gender, etc)
3. What did he/she see and hear?
4. How did this person feel?
5. How did this experience impact them?

Individual Response:

6. Which story impacted you the most? Why?

7. Based on what you read and heard, how would you feel, react, and respond in the same situation?

8. What would you do if you had to walk the Trail of tears?

Photo Resource:



http://www.maxstandley.com/trail_of_tears_series/on_the_trail_of_tears-trail_of_tears.html

Hill, Mary April 19, 1937

Billie Byrd Research Field Worker S-149 Interview with Mary Hill, Age 47,

Muskogee Tribe Okfuskee Town (tulwa), Okemah, Oklahoma

The Migration to the West of the Muskogee

Many years ago, my grandmother, Sallie Farney, who was among those, that made the trip to the West from Alabama, often told of the trip as follows:

"In every way we were abundantly blessed in our every day life in the old country. We had our hunting grounds and all the things that are dear to the heart or interest of an Indian.

A council meeting was mostly composed of men, but there were times when every member of a town (tulwa) was requested to attend the meetings.

Many of the leaders, when unrest was felt in the homes, visited the different homes and gave encouragement to believe that Alabama was to be the permanent home of the Muskogee tribe. But many different rumors of a removal to the far west was often heard.

The command for a removal came unexpectedly upon most of us. There was the time that we noticed that several overloaded wagons were passing our home, yet we did not grasp the meaning. However, it was not long until we found out the reason. Wagons stopped at our home and the men in charge commanded us to gather what few belongings could be crowded into the wagons. We were to be taken away and leave our homes never to return. This was just the beginning of much weeping and heartaches.

We were taken to a crudely built stockade and joined others of our tribe. We were kept penned up until everything was ready before we started on the march. Even here, there was the awful silence that showed the heartaches and sorrow at being taken from the homes and even separation from loved ones.

Most of us had not foreseen such a move in this fashion or at this time. We were not prepared, but times became more horrible after the real journey was begun.

Many fell by the wayside, too faint with hunger or too weak to keep up with the rest. The aged, feeble, and sick were left to perish by the wayside. A crude bed was quickly prepared for these sick and weary people. Only a bowl of water was left within reach, thus they were left to suffer and die alone.

The little children piteously cried day after day from weariness, hunger, and illness. Many of the men, women, and even the children were forced to walk. They were once happy children - left without mother and father - crying could not bring consolation to those children.

The sick and the births required attention, yet there was no time or no one was prepared. Death stalked at all hours, but there was no time for proper burying of ceremonies. My grandfather died on this trip. A hastily cut piece of cotton wood contained his body. The open ends were closed up and this was placed along a creek. This was not the only time this manner of burying was held nor the only way. Some of the dead were placed between two logs and quickly covered with shrubs, some were shoved under the thickets, and some were not even buried but left by the wayside.

There were several men carrying reeds with eagle feathers attached to the end. These men continually circled around the wagon trains or during the night around the camps. These men said the reeds with feathers had been treated by the medicine men. Their purpose was to encourage the Indians not to be heavy hearted nor to think of the homes that had been left.

Some of the older women sang songs that meant, "We are going to our homes and land; there is One who is above and ever watches over us; He will care for us." This song was to encourage the ever downhearted Muskogees.

Many a family was forced to abandon their few possessions and necessities when their horses died or were too weary to pull the heavy wagons any furth.

Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center, Author: Montiero, Lorrie. © American Native Press Archives and Sequoyah Research Center

Dowson, Lucy Removal

Melissa Bird, an old woman of the Eufaula tomi (tulwa) has often talked of the life and incidents occurring in the Muskogee-Creek Indian removal from the old country of Alabama to the Indian Territory.

Prior to the beginning of the move, the Indians had already begun the holding of religious services at night. They were told of old Jerusalem.

When the move was finally begun a group of the Muskogee-Creek Indians arrived at the Mississippi River. There was a log building on the banks of the river wherein some Indians were holding religious meetings. The inside of the log house was covered with red clay and the Indians of the vicinity wore kerchiefs around their heads, long shirts and leggings.

It was in the Mississippi River, known as the Wewogufkee Thakko (Big Muddy Water) in the Muskogee Creek language, that one of the ships with a load of the Muskogee-Creek Indians was wrecked. Although many perished, a few were saved or swam to shore. Many of the dead bodies

were taken from the river and given burial on the west banks of the great river. Search was carried on for several days for other lost bodies yet a number were never found or recovered.

Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center, Author: Montiero, Lorrie.

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Cook, Wallace March 17, 1937

Cook, Wallace

Grace Kelley, Field Worker

When my grandfather, Emeithle Harjo, was twenty-five or thirty years old, he was removed to the Indian Territory, from Alabama. The boat that he was to cross the Mississippi in was a dilapidated affair and sank in the Mississippi River. He swam pretty near all night saving the women and children. They were all brought here and turned loose like something wild. He had to walk from here to the Fort Gibson to get the axe and gun that the Government promised and gave to him. He built his home across the highway from here. There are some house there but they are not the ones he built, they burned, and rotted down.

Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center, Author: Montiero, Lorrie.

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Chambers, Jennie McCoy

Mary D. Dorward, Field Worker

Jennie McCoy Chambers A Biographical Sketch From a personal Interview with the Subject.

(1530 East 14th Street; Tulsa, Okla.)

(The subject of this sketch was very difficult to interview, for, while she was very willing to talk, she is very deaf, is eighty-three years old, and her mind seems to wander.)

Jennie McCoy Chambers was born April 24, 1854, in the Koo-wee-skoo-wee (her spelling) district of the Cherokee Nation, near the town of now Claremore. The house, a log cabin, still stands. It is at the north end of Claremore Lake on Dog Creek, has two large rooms and a small room downstairs and a room upstairs. Has clapboard doors.

Mrs. McCoy is about half Cherokee (which she calls Cher o 'kee, just as she says Tahl ee 'quah), her mother, Mary Hicks, coming over the Trail of Tears from Alabama when a child. Her father, Joseph McCoy, was a rancher and the family lived on the place near Claremore until the Civil War when they went over near Saline, and "refugeed" in the Cherokee Nation until the close of the War. Evidently they did not remain at Saline because she said that she and her sister many times walked from Tahlequah to Fort Smith and back for supplies from the Government, and many times they almost starved. Her people sympathized with the Union.

Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center, Author: Montiero, Lorrie.

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Wynn, Lizzie November 29, 1937

Grace Kelley, Investigator An Interview with Lizzie Wynn; Dustin, Oklahoma

Immigration from Alabama

Uncle Willie Benson used to tell me about how they came to this country. When they started out they were afoot and were driven like cattle. At first they had something to eat but that gave out and they were starving. If they had had guns or string they could have gotten game or fish but were not allowed to have them. They came to a slippery elm tree and ate the bark of that until they could get something else. When they would give out they would camp for two or three days to rest up a very little bit, then come on again. Lots took sick and died, so there were not so many when they got here. Big boats were used to haul them across the streams and lakes. When they got to Arkansas they were unable to walk farther so wagons were provided for the rest of the trip. I don't know just where they located first but they were Muskogee Indians under Opuithli Yahola.

Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center, Author: Montiero, Lorrie.

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Lesson 3 Burning Calories on the Trail of Tears

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results	
Established Goals: Students will determine how many calories they burn during a one mile hike. Students will highlight and measure a map of the Trail of Tears to find out how many miles the Benge Route was. Students will estimate the number of calories the Cherokee burned a day on the Trail of Tears.	
Understandings: Students will understand: <ul style="list-style-type: none">• The events the Cherokee experienced at removal.• The events the Cherokee experienced on the Trail of Tears.• The nutritional needs of the Cherokee.	Essential Questions: What would it take for you to survive the Trail of Tears?
Student will know.... <ul style="list-style-type: none">• The Cherokee were forcefully removed from their land.• The Cherokee experienced great hardship on the Trail of Tears.• The amount of calories they burn in a one mile hike.• How many miles the Benge Route is.	Student will be able to... <ul style="list-style-type: none">• Relate to the Cherokee who walked the Trail of Tears.• Measure the amount of miles the Cherokee walked on the Benge Route through research.• Give an estimate of how many calories the Cherokee burned while walking the Benge Route.

Stage 2- Assessment Evidence

Performance Tasks:

- Walk a mile hike to determine how many calories are burned.
- Use a map to identify the Trail of Tears.
- Use a map scale to calculate miles walked on the Benge Route.
- Record feelings in Trail of Tears Notebook Journals.

Other Evidence:

- Observation of participation in activities.
- Participation in the mile hike.
- Mapping activity.
- Notebook Journal Entries.

Self-Assessments

- Student collaboration during the hike.
- Evaluate if their answers are reasonable, or if they need to be rechecked.
- Students will be able to compare their answers with classmate and determine correctness.

Other Evidence, Summarized

- The teacher will observe activities on the hike.
- The teacher will observe students as they complete activities and offer suggestions.
- The teacher will read over Trail of Tears Notebook Journal Responses.

Stage 3 Learning Plan

. Learning Activities:

- A. The students will answer the following questions in their Trail of Tears Notebook Journal. They may discuss answers with the class.
- a. How do we get energy?
 - b. How do our bodies use energy?
 - c. What do we use the energy for?
 - d. How do we calculate our energy?

- e. What happens if we do not have enough energy?
- B. The teacher will explain to the students that they will be going on a hike to determine how long it takes to walk a mile and how many calories it takes to walk the mile.
- a. Suggested hikes at National Parks:
 - i. Russell Cave National Monument Hiking Trail 1.2 miles
 - ii. Russell Cave National Monument Nature Trail .5 miles
 - iii. Little River Canyon National Preserve Path to Learning Trail .5 miles
 - iv. Little River Canyon National Preserve Canyon Mouth Trail 1 mile
 - v. Little River Canyon National Preserve Beaver Pond Trail Loop 1.5 miles
 - vi. Desoto State Park Trail Map Link:
<http://www.alapark.com/parks/images/desoto/PDF-Files/2013-DeSoto-State-Park-Trail-Map-page-1-Letter.pdf>
 - b. The teacher and students will walk one mile using a pedometer or smart phone with a calorie counter. If your class can not visit one of the National Park trails in your area they can walk at a school track, park, or in a gymnasium.
 - c. The students will write down how long it took them to walk a mile in their Trail of Tears Notebook Journal.
 - d. The students will write down how many calories it took to walk the mile in their Trail of Tears Notebook Journal.
- C. Students will research how many miles the Native Americans walked on the Trail of Tears.
- a. National Park Service <http://www.nps.gov/trte/historyculture/stories.htm>
- D. Students will use maps to track and identify the path the Cherokee from Fort Payne followed.
- a. Students will use the 2012 Trail of Tears Map 3.40 (attached) and highlight the Bengé Route using the Interactive 2012 Trail of Tears 2.70 MG PDF map for clarification. (The 2.70 map allows you to click and enlarge areas on the map.)
 - i. Link to NPS interactive map:
<http://www.nps.gov/trte/planyourvisit/maps.htm>

- ii. Link to PBS interactive map:
http://www.pbs.org/indiancountry/history/interactive_map.html
 - iii. The students will place a piece of yarn along the highlighted route.
 - iv. The students will use a ruler to measure the yarn.
 - v. Students will measure the map scale with the ruler.
 - vi. Students will determine the amount of miles the Cherokee walked using the information gained by measuring the yarn and comparing it with the map scale.
 - 1. (Optional) Students will glue the yarn onto the map showing the Benge Route.
 - vii. Students will assess the information gained through research and section C of lesson with their findings from the maps to determine the amount of miles walked.
- E. Students will calculate how many calories were burned along the Trail of Tears.
- a. Students will multiply their findings of calories burned from the hike and how many miles were walked on the Trail of Tears.
 - b. Students will estimate how many calories were burned a day when walking the Trial of Tears 10 – 15 miles per day.

Name: _____ Date: _____

Lesson 3: Burning Calories on the Trail of Tears

Write answers in your Trail of Tears Notebook Journal

Pre-Lesson Questions:

1. How do we get energy?
2. How do our bodies use energy?
3. What do we use energy for?
4. How do we calculate our energy?
5. What happens if we do not have enough energy?

Hike Questions:

1. How long did it take to walk a mile?
2. How many calories did we burn on the hike?

Map Activity Directions:

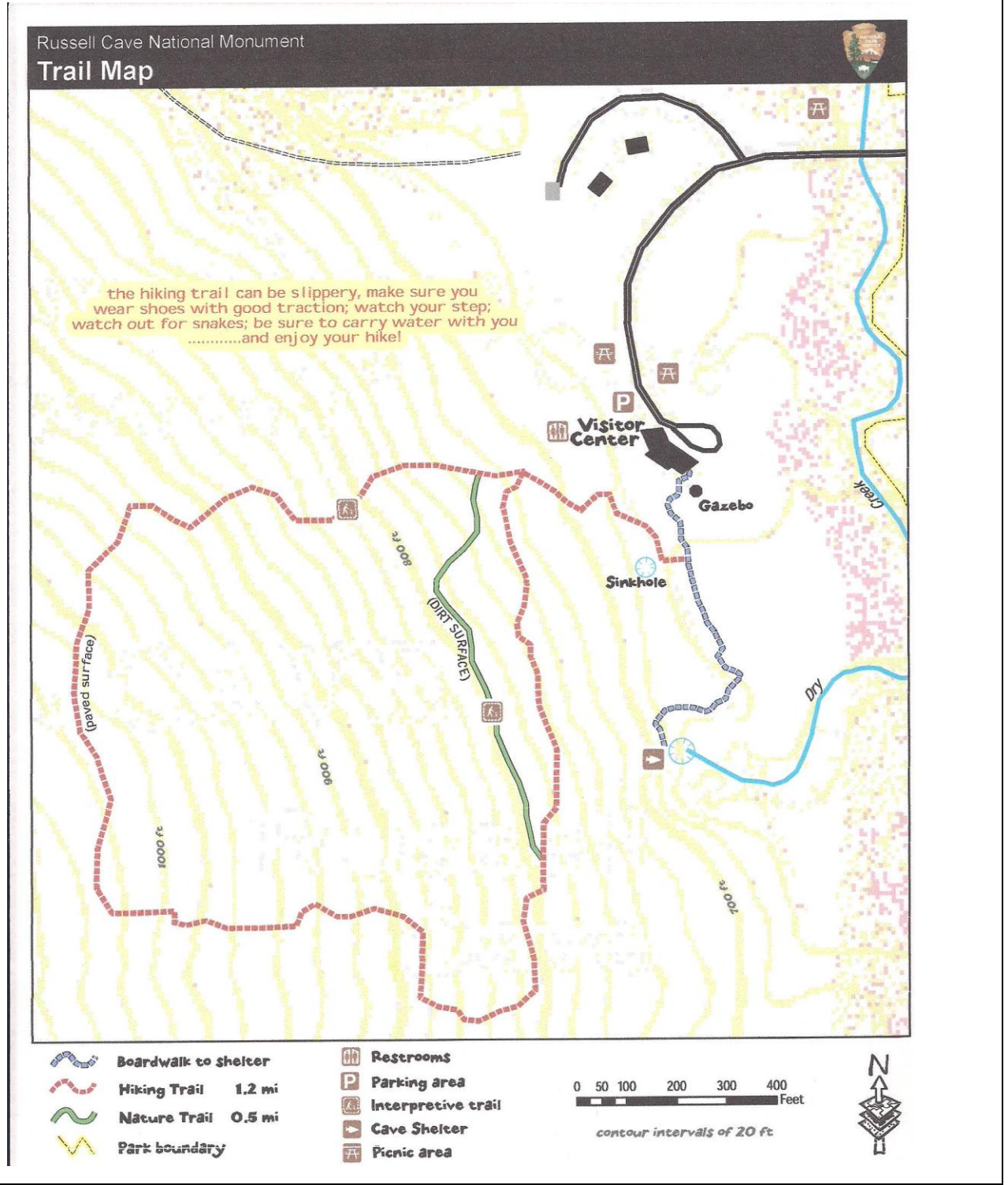
1. Use the 2012 NPS 2012 Trail of Tears Map.
2. Highlight the Bengé Route
 - a. You may use these interactive maps to assist you in making sure you follow the correct path
 - i. Link to NPS interactive map:
<http://www.nps.gov/trte/planyourvisit/maps.htm>
 - ii. Link to PBS interactive map:
http://www.pbs.org/indiancountry/history/interactive_map.html

3. Place the piece of yarn along the highlighted route.
4. Cut the yarn to the exact length.
5. Use your ruler to measure the Map Scale.
6. Use your ruler to measure the length of the yarn.
7. Calculate the amount of miles the Cherokee walked.

Calorie Calculations:

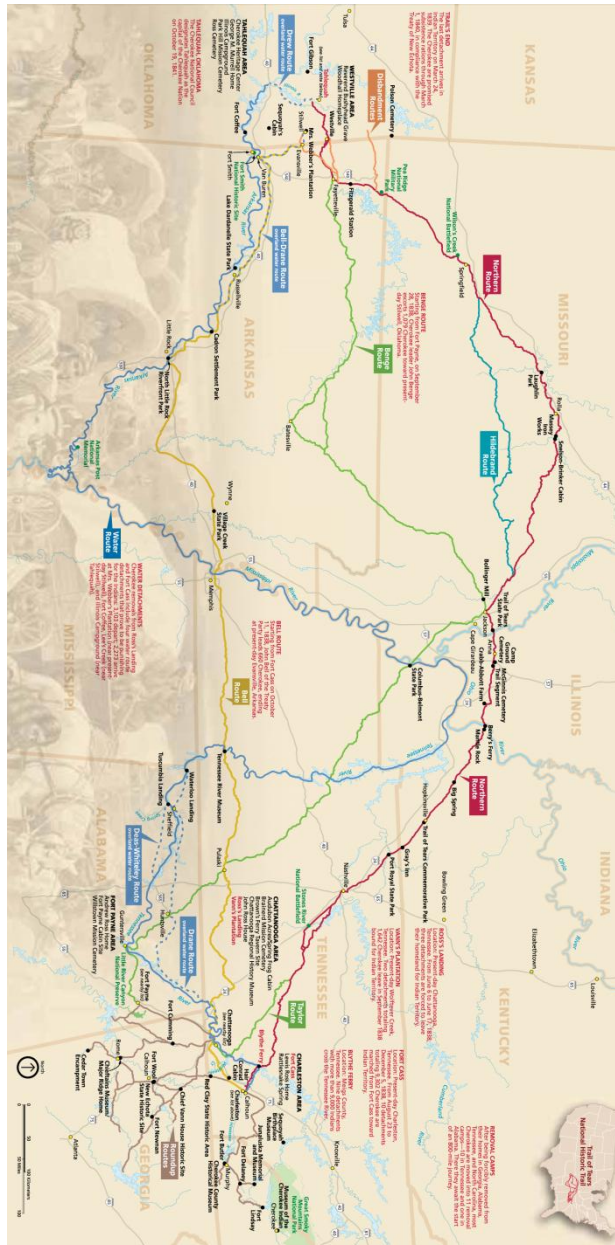
1. Using the information from the hike and the mapping activity:
 - a. Estimate how many calories the Cherokee burned a day walking on the Trail of Tears if they walked 10 -15 miles per day.
 - b. Estimate how many calories it would take to walk the Benge Route.

Russell Cave Trail Map:



Name: _____ Date: _____

Lesson 3: Highlight the Benge Route. Place a piece of yarn along the route. Using the yarn, map scale, and your ruler determine the amount of miles the Cherokee Walked along this route.



Trail of Tears Map 3.40 from: <http://www.nps.gov/trte/planyourvisit/upload/2012-TRTE.pdf>

Lesson 4 Daily Nutritional Needs

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results	
Established Goals: Students will research how many calories are recommended per day for their age group. Students will analyze a sample of food to determine which food group it represents. Students will determine how many servings of their food are recommended daily and what a serving consists of. Students will present information to class and create a class nutrition poster. Students will analyze and synthesize what they eat in a day to determine if they are eating what is considered a healthy diet. Students will predict if they think the Cherokee ate a healthy diet.	
Understandings: Students will understand: <ul style="list-style-type: none">• The events the Cherokee experienced at removal.• The events the Cherokee experienced on the Trail of Tears.• The nutritional needs of the Cherokee.	Essential Questions: What would it take for you to survive the Trail of Tears?
Student will know.... <ul style="list-style-type: none">• The Cherokee were forcefully removed from their land.• The Cherokee experienced great hardship	Student will be able to... <ul style="list-style-type: none">• Determine how many calories they need for a day.• Create a group poster representing a FDA

<p>on the Trail of Tears.</p> <ul style="list-style-type: none"> • The number of calories recommended for a day. • Foods that represent a balanced diet. • Know if they eat a balanced diet. 	<p>recommended balanced diet.</p> <ul style="list-style-type: none"> • Assess their eating habits. • Hypothesize about whether or not the Cherokee ate a healthy diet.
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<p>Stage 2- Assessment Evidence</p>
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<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Research the number of recommended calories per day. • Research and present information for a given good group. • Create a classroom poster representing a balanced diet. • Assess their daily diet using the food journal homework from Lesson 1. • Write about whether or not they believe the Cherokee ate a balanced diet. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation of participation in activities. • Poster • Daily diet assessment. • Notebook Journal Entries.
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<p>Self-Assessments:</p> <ul style="list-style-type: none">• Group participation in food activities.• Assess daily eating habits.	<p>Other Evidence, Summarized:</p> <ul style="list-style-type: none">• The teacher will observe students as they participate in activities.• The teacher will assess the class poster and offer suggestions.• The teacher will read over Trail of Tears Notebook Journal Responses.
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Stage 3 Learning Plan

. Learning Activities:

- A. Introduction/Motivation: Students will be placed in five groups. Each group will receive a sample of food from one of the five food groups (real food, pictures, or replicas will work).
- B. The students will use the following websites to complete research. These websites provide information about daily caloric needs, how many calories are burned during specific exercises, and information about the food groups.
 - a. Students will use this link to determine how many calories and which foods are recommended for children their age.
<http://www.buildhealthykids.com/genrequirements.html>
 - b. <http://www.cnpp.usda.gov/DietaryGuidelines.htm>
 - c. www.choosemyplate.gov
 - d. <http://www.mayoclinic.com/health/nutrition-for-kids/NU00606>
- C. The students will answer:
 - a. Where does this food fit into Daily Food Recommendations?
 - b. How many servings are recommended daily for this food?
 - c. How much is a serving?
 - d. The students will present their findings to the class.
- D. Using the information they learned about daily nutritional needs, the students will cut out pictures of food from the magazines to represent a balanced meal.
 - a. The students will glue the pictures onto a poster board making sure to represent each food group proportionately.
 - b. Students can find examples of foods for each food group at the following websites:
 - i. Build Healthy Kids website:
<http://www.buildhealthykids.com/servingsizes.html>
 - ii. United States Department of Agriculture: USDA: Choose my plate

activity: <http://www.choosemyplate.gov>

c. The students will answer:

- i. How many calories does a person my age need for one day?
- ii. What is a balanced meal?
- iii. Looking at the poster, the students will determine whether or not they have created a balanced and nutritious diet.

E. Students will determine if they eat a balanced and nutritious diet.

a. Students will use the food journal homework from Lesson 1 to categorize what they eat.

i. The students will categorize the food they have eaten and place it into the proper food group using the Choose my Plate Placemat template found at: <http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>

ii. The students will determine if they are eating the recommended servings from each food group.

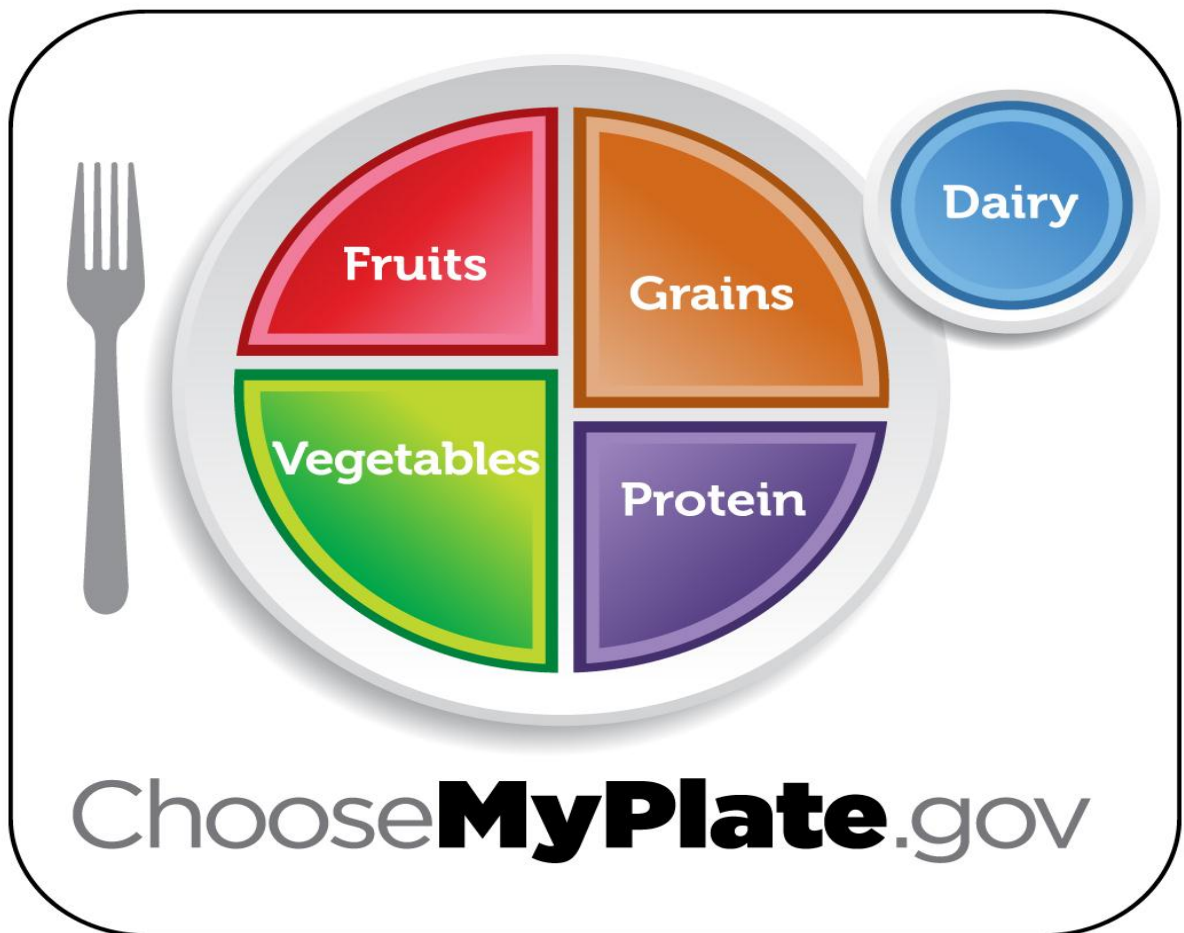
iii. The students will record their findings by writing a summary including the following information:

1. Daily recommended allowances of each for each of the five food groups.
2. Compare/Contrast recommended allowances with food journal entry.
3. Analysis on whether or not they are eating a balanced diet.
4. Determine which food groups they need to eat more/less from.
5. Students will give reasons supporting their decisions based on research.

Name: _____ Date: _____

Lesson 4 Individual Project: Directions: Using your food journal homework from Lesson 1: 1. Categorize the food you eat. 2. Draw a picture representing your food. 3. Place it in the proper food group. 4. Answer the questions at the bottom of the page in your Trail of Tears Notebook Journal. You may use the following websites to assist with this assignment:

<http://www.choosemyplate.gov> and <http://www.buildhealthykids.com/servingsizes.html>



1. How many calories do you need for one day?
2. Does your meal meet the daily recommended allowances for each food group? Why/Why not?
3. Which food groups should you be eating more of?

4. Which food groups should you be eating less of?
5. Do you think you eat healthy? Why or Why not? Use information gained from this lesson to support your answer.
6. Do you think the Cherokee who walked the Trail of Tears ate healthy meals and had a big enough calorie intake?
7. Challenge: How many calories did you eat the day you recorded your food journal?

Group # _____

Lesson 4 Group Instructions: Answer questions in your Trail of Tears Notebook Journal.

1. You have been given a sample of food. Using the following websites you will determine:
 - a. How many calories are recommended for a student your age daily?
 - b. Where does this food fit into the Daily Food Recommendations list?
 - c. How many servings are recommended daily for this food?
 - d. How much is considered a Daily Serving?
 - i. <http://www.buildhealthykids.com/genrequirements.html>
 - ii. <http://www.cnpp.usda.gov/DietaryGuidelines.htm>
 - iii. www.choosemyplate.gov
 - iv. <http://www.mayoclinic.com/health/nutrition-for-kids/NU00606>

2. Using magazine pictures:
 - a. Cut out pictures of foods from your food group that represents a serving. Use the following websites for examples of foods from each food group.
 - i. Build Healthy Kids website:

<http://www.buildhealthykids.com/servingsizes.html>

- ii. United States Department of Agriculture: USDA: Choose my plate activity: <http://www.choosemyplate.gov>

- 3. Each group will present their food group to the class.
 - a. You must answer the questions from Section 1 in your Trail of Tears Notebook Journal and present the answers to the class.
 - b. You will show your example and tell examples of at least two other foods that fit into your category.
 - c. Place your magazine picture in the correct category on the class food group poster board.

Lesson 5 Cherokee Food

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results	
Established Goals: Students will research Cherokee food. Students will determine the foods the Cherokee, ate, hunted, and grew. Students will determine if what the Cherokee ate is what we considered a balanced, healthy diet.	
Understandings: Students will understand: <ul style="list-style-type: none">• The events the Cherokee experienced at removal.• The events the Cherokee experienced on the Trail of Tears.• The Cherokee diet.• How the Cherokee acquired their food.• The nutritional value of the Cherokee diet before removal.	Essential Questions: What would it take for you to survive the Trail of Tears?
Student will know.... <ul style="list-style-type: none">• The Cherokee planted gardens.• The Cherokee hunted for food.• The Cherokee gathered food found in nature.	Student will be able to... <ul style="list-style-type: none">• Research websites to determine what the Cherokee ate before removal and the Trail of Tears.• Research websites to determine how the Cherokee got their food before removal

<ul style="list-style-type: none"> • The nutritional value of the Cherokee diet. 	<p>and the Trail of Tears.</p> <ul style="list-style-type: none"> • Decide if the Cherokee ate a healthy diet according to dietary guidelines.
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Stage 2- Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Research the Cherokee diet. • Research where the Cherokee got their food. • Create a diagram depicting the five major food groups categorizing Cherokee food. • Create a checklist determining if daily recommended requirements were met. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation of participation in activities. • Diagram • Cherokee daily diet assessment. • Notebook Journal Entries.
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<p>Self-Assessments:</p> <ul style="list-style-type: none"> • Students will asses quality of their work by making sure they address each question thoroughly. • Students will compare their research with that of their peers. • Students will use previous lessons to assist with research. 	<p>Other Evidence, Summarized:</p> <ul style="list-style-type: none"> • The teacher will observe students as they participate in activities. • The teacher will assess student diagrams to determine correctness. • The teacher will read over Trail of Tears Notebook Journal Responses.
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Stage 3 Learning Plan

. Learning Activities:

- A. Introduction/Motivation: Show a picture of the Native American Cabin from Little River Canyon to reinforce to students Native Americans from our area lived.
- B. Students will reflect on the Trail of Tears video and picture to discuss and research what the Native Americans ate before the Trail of Tears.
- C. Students will use <http://www.cherokee.org/AboutTheNation/Culture.aspx> to answer the following questions:
 - i. Click the following links:
 - 1. CookBook
 - a. How the Elders Cooked
 - b. More about Cherokee cooking.
 - ii. Frequently Asked Questions
 - 1. What are considered traditional Cherokee Foods?
 - b. Where did they get their food?
 - c. How did the Cherokee grow their food?
 - d. What did the Cherokee eat?
 - e. Where did the Cherokee get their meat?
 - f. What did the Cherokee get from nature?
- D. These links also list foods Cherokee ate:
 - a. http://www.bigorin.org/cherokee_kids.htm
 - b. http://www.ducksters.com/history/native_american_agriculture_food.php
- E. Using information learned from Lesson 4, students will determine if Native Americans ate a healthy diet. Students will give reasons supporting their decisions based on research.
 - a. Students will create a poster depicting the five major food groups.
 - b. Students will draw and label foods from the Cherokee diet and place the food in

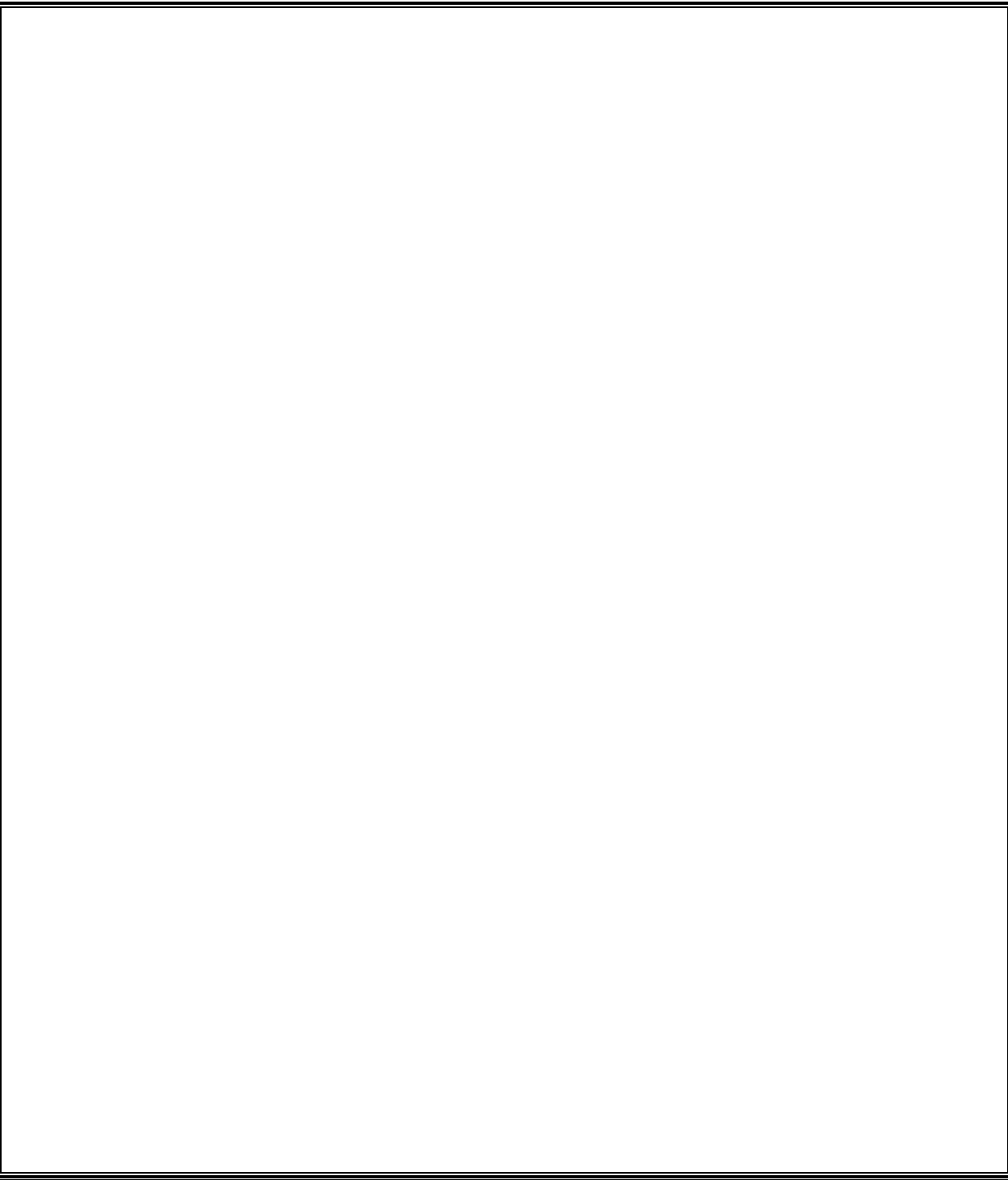
the proper category.

- c. Students will determine if all of the daily recommended requirements are met.
- d. Students will create a checklist to demonstrate their findings. They may use the poster from Lesson 4 and the poster from this lesson.

Lesson 5 Cherokee Cabin Picture:



Pictures taken at JSU Little River Canyon Center



4. Where did the Cherokee get their meat?

5. What did the Cherokee get from nature?

Part 2:

Complete these activities in your Trail of Tears Notebook Journal. Use research from Lesson 4 to determine if Native Americans ate a healthy diet. Give reasons supporting your decisions based on your research.

1. Create a diagram depicting the five major food groups.
2. Draw and label foods from the Cherokee diet and place each food in the proper category.
3. Determine if all of the daily recommended requirements are met.
4. Create a checklist to demonstrate your findings. You may use the poster from Lesson 4 and the diagram from this lesson to assist you.

Lesson 6 Food on the Trail of Tears

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results	
Established Goals: Students will learn about food the Cherokee ate on the Trail of Tears. Students will determine if the food was adequate for daily life.	
Understandings: Students will understand: <ul style="list-style-type: none">• The events the Cherokee experienced at removal.• The events the Cherokee experienced on the Trail of Tears.• The nutritional needs of the Cherokee along the Trail of Tears.	Essential Questions: What would it take for you to survive the Trail of Tears?
Student will know.... <ul style="list-style-type: none">• The Cherokee were forcefully removed from their land.• The Cherokee experienced great hardship on the Trail of Tears.	Student will be able to... <ul style="list-style-type: none">• Relate to the Cherokee who walked the Trail of Tears.• Determine sustainability of life along the Trail of Tears.

<ul style="list-style-type: none"> • The Cherokee received food rations. • The Cherokee did not have enough food along the Trail of Tears. 	
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Stage 2- Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • The students will determine which seasons the Cherokee waked the Benge Route. • The students will research the internet and Family Stories from the Trail of Tears to determine the amount of food the Cherokee had as they walked the Trail of Tears. • The students will create lists of edible plants and animals that might have been available along the Trail of Tears. • Students will categorize food into the recommended daily allowances categories. • Students will compare a healthy diet with the food available along the Trail of Tears. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Observation of participation in activities. • Student created lists. • Cherokee daily diet assessment. • Notebook Journal Entries.
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<p>Self-Assessments:</p> <ul style="list-style-type: none"> • Students will asses quality of their work by making sure they address each question thoroughly. • Students will compare their research with that of their peers. • Students will use previous lessons to assist with research. 	<p>Other Evidence, Summarized</p> <ul style="list-style-type: none"> • The teacher will observe students as they participate in activities. • The teacher will assess student checklists and charts to determine correctness. • The teacher will read student responses in their Trail of Tears Notebook Journal.
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| <ul style="list-style-type: none">• Students will determine if their predictions from Lesson 1 were correct. | |
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Stage 3 Learning Plan

. Learning Activities:

- A. Students will research food along the Trail of Tears.
- a. Students will create a food list that includes food rations received by the Cherokee and food that was found or hunted while on the trail. Students will determine which of the food groups are represented and determine if daily nutritional needs were met.
 - b. Students will use the National Park Service Cedar Town Camp brochure to identify the rations given to the Cherokee. (Bacon, Hard Bread, Corn Meal) Link to brochure or attached below:
<http://www.nps.gov/trte/historyculture/loader.cfm?csModule=security/getfile&PageID=548791>
 - c. Family Stories from the Trail of Tears: Lilian Anderson's story or attached below:
<http://www.ualr.edu/sequoyah/uploads/2011/11/Family%20Stories%20from%20the%20Trail%20of%20Tears.htm#LifeStory>
 - d. Students will use the following link to determine the time of year the Cherokee walked the Benge Route: <http://www.pbs.org/indiancountry/history/trail.html>
 - e. Students will determine what foods grown in nature might have been available:
 - i. Practical survivor.com <http://www.practicalsurvivor.com/wildedibleplants>
 - ii. Twin Eagles Wilderness School <http://www.twineagles.org/edible-wild-plants.html>
 - iii. Yahoo.com <http://voices.yahoo.com/edible-plants-located-southeastern-united-states-7864118.html>
 - iv. Wilderness-survival.net Scroll down to the temperate food plants for a list of plants. <http://www.wilderness-survival.net/plants-1.php>
 - v. Herbvideos.com Search by season
<http://www.herbvideos.com/ewpind.htm#season>
 - f. Students will determine what animals the Cherokee might have been able to hunt along the trail:
 - i. U.S. Fish and Wildlife Services Alabama:

<http://www.fws.gov/alabama/wildlife.html>

- ii. Outdoor Alabama: <http://www.outdooralabama.com/watchable-wildlife/Mammals/>
 - g. Using the Choose My Plate and Food Pyramid information from Lesson 4, the students will identify the food groups represented in a ration.
 - c. Students will determine how much food was available along the trail taking into consideration the time of year and weather. They will compare and contrast a healthy diet with what was available along the Trail of Tears to determine the nutritional needs of the Cherokee. Students will identify foods that the Cherokee normally ate before removal that might be available along the trail.
 - d. Students will incorporate information gained from lesson 3 about burning calories as well.
- F. Using the Trail of Tears Notebook Journal entries from Lesson 1, students will write what they know now about food rations.

Lesson 6: Lilian Anderson Story Stories from the Trail of Tears:

August 20, 1837 Margaret McGurie Field Worker

Life story of her grandfather, Washington Lee, Cherokee Indian

In 1838, my grandfather, Washington Lee, came to the Territory and stopped at Westville. He was driven from his home in Georgia over the Trail of Tears with all the other Cherokee Indians and while on the trail somewhere he lost his father and mother and sister, and never saw them any more. He did not know whether they died or got lost.

The Cherokees had to walk; all the old people who were too weak to walk could ride in the Government wagons that hauled the food and the blankets which they allowed to have. The food was most always cornbread or roasted green corn. Some times the men who had charge of the Indians would kill a buffalo and would let the Indians cut some of it and roast it.

The food on the Trail of Tears was very bad and very scarce and the Indians would go for two of three days without water, which they would get just when they came to a creek or river as there were no wells to get water from. There were no roads to travel over, as the country was just a wilderness. The men and women would go ahead of the wagons and cut the timber out of the

way with axes.

This trail started in Georgia and went across Kentucky, Tennessee and through Missouri into the Territory and ended at Westville, where old Fort Payne was. Old Fort Wayne was built to shelter the Indians until some houses could be built.

Aunt Chin Deanawash was my grandmother's sister and she came from Georgia on the Trail of Tears. Her husband died shortly after they got out of Georgia and left her to battle her way through with three small children, one who could not walk. Aunt Chin tied the little one on her back with an old shawl, she took one child in her arms and led the other by the hand; the two larger children died before they had gone so very far and the little one died and Aunt Chin took a broken case knife and dug a grave and buried the little body by the side of the Trail of Tears.

The Indians did not have food of the right kind to eat and Aunt Chin came on alone and lived for years after this.

Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center, Author: Montiero, Lorrie.

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Cedar Town Camp Flyer

Cedartown and the Trail of Tears



Trail of Tears National Historic Trail
National Trails System

National Park Service
City of Cedartown
Trail of Tears Association

Cedar Town Camp

The soldiers gathered them up, all up, and put them in camps. They hunted them and ran them down until they got all of them. Even before they were loaded into wagons, many of them got sick and died. They were all grief stricken. They lost all on earth they had.

Remembrance of Cherokee descendant Elizabeth Watts, 1937

You are on the site of the Cedar Town Camp, the southernmost military post established for the forced removal of Cherokee Indians from Georgia. On May 26, 1838, militiamen started rounding up all Cherokees who lived within 10 miles. Day after day they captured Cherokees until they had 217 men, women, and children.

In June, militiamen marched all the prisoners who could walk to a fort at New Echota and then on to deportation camps in Tennessee. A few days later, the soldiers put the sick and elderly Cherokees into army wagons and sent them to the Tennessee camps.

Over 200 Cherokees were taken from the Cedar Town area in less than a month. In late June, the company broke camp and mustered out of military service. No traces remained of the roundup of Cherokees from their homes around Cedar Town.

Map courtesy of the National Archives. Home sketch by Charles Walker. Provisions document courtesy of the University of Georgia Libraries.

Eighty soldiers set up camp here in May 1838. Each day the troops fed their prisoners meager rations of bacon, hard bread, and corn meal. Some Cherokees became so ill the company had to build a makeshift hospital for them.

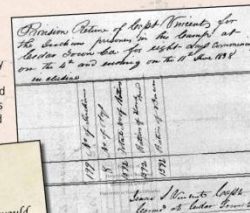
Cherokees living on Cedar Creek
1835 Census

All of these Cherokee, and their families, would have been at the removal camp at Cedar Town.

Guts
Bill Comalk
Nancy Lying Fish
Waggon
Daniel Pumpkin Pie
Buckeye
House Bug
Eloose
Greenwood
Winter Grapes
Charles
Toonover
Catekske
Bear Sitting Down
Sakkyah
Crow
Rinkie But
Little Tarapin



Line Fish, or Lying Fish as written on the 1835 census, left behind his log cabin home, pictured above, when forced to go to the camp.



This Cherokee man was one of thousands taken to removal camps in 1838.



This map, sketched by Lieutenant E. D. Keyes in 1838, shows the military post and distances in the Cherokee homeland. Cedartown is labeled on the bottom left.

This information sheet from the National Park Service states, "Eighty soldiers set up camp here in May 1838. Each day the troops fed their prisoners meager rations of bacon, hard bread, and corn meal. Some Cherokees became so ill the company had to build a makeshift hospital for them."

<http://www.nps.gov/trte/historyculture/loader.cfm?csModule=security/getfile&PageID=548791>

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Name: _____ Date: _____

Lesson 6: Food on the Trail of Tears Directions: Answer all questions in your Trail of Tears Notebook Journal.

1. Using the following link:
 - a. Determine the time of year the Cherokee walked the Trail of Tears:
<http://www.pbs.org/indiancountry/history/trail.html>
2. Use the following information to create a list of food rations received by the Cherokee:
 - a. Use the National Park Service Cedar Town Camp brochure to identify the rations given to the Cherokee. Link to brochure:
<http://www.nps.gov/trte/historyculture/loader.cfm?csModule=security/getfile&PageID=548791>
 - b. Family Stories from the Trail of Tears: Lilian Anderson's story or attached below.
3. Use the following links to CREATE A LIST of edible plants the Cherokee may have found while on the trail. Keep in mind the seasons in which they were walking.
 - a. Practical survivor.com <http://www.practicalsurvivor.com/wildedibleplants>
 - b. Twin Eagles Wilderness School <http://www.twineagles.org/edible-wild-plants.html>
 - c. Yahoo.com <http://voices.yahoo.com/edible-plants-located-southeastern-united-states-7864118.html>
 - d. Wilderness-survival.net Scroll down to the temperate food plants for a list of plants. <http://www.wilderness-survival.net/plants-1.php>
4. Use the following information to CREATE A LIST of foods the Cherokee may have hunted while on the trail.
 - a. U.S. Fish and Wildlife Services Alabama
<http://www.fws.gov/alabama/wildlife.html>
 - b. Outdoor Alabama: <http://www.outdooralabama.com/watchable-wildlife/Mammals/>
5. Determine which of the food groups are represented.
 - a. Using your research from Lesson 4 identify the food groups represented in a

ration.

- b. Using research from this lesson, identify food groups represented along the trail.
 - c. Decide if daily nutritional needs were met.
6. Create a Chart to compare a healthy diet with what was available along the Trail of Tears to determine the nutritional needs of the Cherokee. Identify foods that the Cherokee normally ate before removal that might have been available. Write a summary of your research. Use information gained from lesson 3 about burning calories while walking as well.
7. Using the Trail of Tears Notebook Journal entries from Lesson 1:
 - a. Write: "Conclusion" under your original predictions.
 - b. Write what you know now about food rations.

Lesson 7 Building Background Knowledge Assessment

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Stage 1- Desired Results	
Established Goals: Students will build background knowledge of the Cherokee as they walked along the Trail of Tears. Students will experience aspects of walking on the Trail of Tears. Students will use prediction skills.	
Understandings: Students will understand	Essential Questions: What would it take for you to survive the Trail of Tears?
<ul style="list-style-type: none">• The events the Cherokee experienced at removal.• The events the Cherokee experienced on the Trail of Tears.• The nutritional needs of the Cherokee.	
Student will know.... <ul style="list-style-type: none">• The Cherokee were forcefully removed from their land.• The Cherokee experienced great hardship on the Trail of Tears.	Student will be able to... <ul style="list-style-type: none">• Relate to the Cherokee who walked the Trail of Tears.

Stage 2- Assessment Evidence

Performance Tasks:

- Students will complete the RAFT writing assignment.
- Students will create a Tagxedo.

Other Evidence:

- Written Letter
- Journal Entry
- Tagxedo

Self-Assessments:

- Students will use the rubric provided to guide their writing.
- Students will examine their Tagxedo creation for creativity.

Other Evidence, Summarized:

- Using the grading rubric the teacher will assess the RAFT writing assignment for correctness.
- The teacher will assess the Tagxedo assignment for creativity and correctness.

Stage 3 Learning Plan

. Learning Activities:

- A. Assessment / Evaluation- RAFT Writing Assignment.
- B. The students will complete a RAFT writing assignments with the following criteria.
 - a. R= Role of the writer, Role: Child on the Trail of Tears
 - b. A- Audience you are writing to, Audience: Social Studies classroom from the future
 - c. F= Format of the writing, Format: Interview or Journal Entry
 - d. T= Topic you are writing about. Topic: Your trip on the Trail of Tears. Did you survive? Why or why not? Please discuss daily nutritional and caloric needs. How did you supplement your food needs? How these needs were affected by the physical demands on your body by walking the 800 mile journey.
- C. Students will create a Tagxedo.
 - a. Students will go to www.tagxedo.com
 - b. Students will use adjectives to describe their feelings about the Trail of Tears

Name: _____ Date: _____

Lesson 7: RAFT Writing Assignment.

Directions: Using the following RAFT table to complete the assignment. Be sure to look at the grading rubric to include all required information. This should be the last page in your Trail of Tears Notebook Journal.

	R = Role	A = Audience	F = Format	T = Topic
Description	Role of the writer	Who you are writing to	What your writing will look like	What you are writing about
Assignment	Child on the Trail of Tears	Fourth Grade Social Studies classroom in the future	Letter	How you survived the Trail of Tears including what you ate, how you got your food, and the demands on your body from walking the 800 mile journey.

Name: _____ Date: _____

Lesson 7 Grading Rubric:

	1 pt	2 pts	3 pts	Total
Answers the question: How did you survive the Trail of Tears?	Did not answer the question completely.	Answers the question and provided at one or two detailed examples.	Answers the question and provided three or more detailed examples.	
Answers the question: How did you supplement your food needs, and why?	Did not provide detailed examples.	Provided two to four examples and information including reasons why the supplements were important to survival.	Provided five detailed examples and information including reasons why the supplements were important to survival.	
Answers the question: How did the rations determine your survival on the Trail of Tears?	Did not provide accurate and detailed information.	Provided less than three detailed examples of how food rations affected the journey based on nutrition research.	Provided three or more detailed examples of how food rations affected the journey based on nutrition research.	
Discusses a balanced diet, how exercise affects calories, and daily caloric needs.	Did not provide detailed information.	Discussed balanced diet, exercise, and daily caloric needs, but did not address	Provided accurate, detailed explanation of daily caloric needs, how	

		every topic thoroughly.	exercise affects those daily needs, and what a balanced diet consists of.	
The writing had no errors in grammar, punctuation, capitalization, or spelling.	Writing contained more than five errors.	Writing contained three to five errors.	Writing contained less than two errors.	
				Total ___/15pts

Name: _____ Date: _____

Lesson 7 Tagxedo Directions

- A. Go to www.tagxedo.com
- B. Click the Create tab
- C. Click Load
 - a. Add a list of words you would use to describe the Trail of Tears.
 - b. Be creative and thoughtful
- D. Click Theme
 - a. Choose the color style of your choice.
- E. Click Font
 - a. Choose one or more font styles.
- F. Click Orientation
 - a. Choose which way you would like your words to appear.
- G. Click Shape
 - a. Choose the shape you would like your words to appear in.
- H. Click Save
 - a. Click save as 125kp JPG
 - b. Save to the Trail of Tears File
 - c. Save as your First and Last name with no space and TOT
- I. Click Save
 - a. Click Print
- J. Glue your creation to the front of your Trail of Tears Notebook Journal.

Example:

Lori Owens/ Standards

Social Studies/History

ALCOS: 4.1 Identify historical and current economic, political, and geographic information about Alabama on thematic maps.

Examples: weather/climate maps, physical relief maps, waterway maps, transportation maps, political boundary maps, economic development maps, land-use maps, population maps

- **Discussing patterns and types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama**

ALCOS 4.2 Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.

Examples: - historic Native Americans-Choctaw, Chickasaw, Cherokee, Creek

ALCOS 4.3 List reasons for European exploration and settlement in Alabama and the impact of Europeans on trade, health, land expansion, and tribal reorganization of Native American populations in Alabama.

- **Explaining reasons for conflicts between Europeans and Native Americans in Alabama from 1519 to 1840**

Examples: differing beliefs regarding land ownership, religious differences, cultural differences, broken treaties

Examples:

- **Naming social, political, and economic outcomes of the Creek Civil War and the Creek War in Alabama**

Examples:

- Social-adoption of European culture by Native Americans, opening of Alabama land for settlement;

- Political-breaking of power of Native Americans, labeling of Andrew Jackson as a hero and propelling him toward presidency;

- Economic-acquisition of tribal land in Alabama by the United States

- **Identifying the impact of the Trail of Tears on Alabama's Native Americans**

Health

ALCOS 4.5 Identify benefits of adequate sleep, nutrition, and exercise for the body.

Examples: mental alertness, strong immune system, healthy weight

ALCOS 4.9 Utilize information on food labels to determine the nutritional value of various foods.

- **Describing healthy meals and snacks**

ALCOS 4.10 Explain relationships among nutrition, health, and wellness.

Examples: impact of following national dietary guidelines, long-term effects of eating saturated fats, risks of excessive sugar and caffeine intake

- **Describing how media, culture, and availability influence food choices**
- **Identifying safe food-handling practices**

Example: following recommended cleaning, cooking, and storing practices

Science

ALCOS 4.5 Describe the interdependence of plants and animals.

- **Describing behaviors and body structures that help animals survive in particular habitats**

Examples:

- **Behaviors-migration, hibernation, mimicry;**
- **Body structures-quills, fangs, stingers, webbed feet**

- **Describing life cycles of various animals to include incomplete and complete metamorphosis**

Examples: damsel fly, mealworms

- **Tracing the flow of energy through a food chain**

Example: producer, first-level consumer, second-level consumer, and third-level consumer

- **Identifying characteristics of organisms, including growth and development, reproduction, acquisition and use of energy, and response to the environment**

ALCOS 4.7 Describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.

Physical Education

ALCOS 4.15 Describe relationships among food intake, physical activity, and weight maintenance.

Writing

ALCOS 4.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.4.3]

- a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.4.3a]**
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.4.3b]**
- c. Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c]**
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely. [W.4.3d]**
- e. Provide a conclusion that follows from the narrated experiences or events. [W.4.3e]**

ALCOS 4.25 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.4.4]

ALCOS 4.26 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-4.) [W.4.5]

ALCOS 4.28 Conduct short research projects that build knowledge through investigation of different aspects of a topic. [W.4.7]

ALCOS 4.29 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [W.4.8]

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Listening and Speaking

ALCOS 4.32 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1]

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]**
- b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]**
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [SL.4.1c]**
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]**

ALCOS 4.35 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners in grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Literature

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to the particular topic.

Vocabulary Acquisition

41.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. [L.4.4]

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [L.4.4b]

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]

Math

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison.

4.OA.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.

4.MD.1 Know relative sizes of measurement units within one system of units.

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.

Objectives

Learning objectives:

In this lesson students will:

- Analyze life on the Trail of Tears.
- Learn about daily caloric nutritional needs.
- Correlate nutritional needs with exercise.
- Determine how activities burn calories.
- Understand the nutritional make-up of rations.
- Compare/Contrast a healthy diet vs. rations.
- Map the Trail of Tears.
- Determine how many calories a Native American would need to walk 800 miles.
- Understand and personalize the nutritional needs of the Native Americans on the Trail of Tears.

Extensions

Enrichment/Extensions:

- Web quest: Would You Survive the Trail of Tears?
<http://www.zunal.com/process.php?w=17397>
- Study weather during the time of the Trail of Tears
- Photo analysis extension: Discover how engravings are created using lesson pictures. Go to the Max D. Standley website. Use the education link. Students will study how engravings are made and watch videos of Max D. Standley creating an engraving.
http://www.maxstandley.com/art_info/index.html
- Compare/Contrast life before/after the Trail of Tears
- Read and analyze the Treaty at New Echota www.docsteach.org
- Lesson 3 Extension: Students can use the GIS Interactive Map to plot the Benne Route.

They can add layers to the map, save activities, and print lesson.

- **Follow Dale Stewart as he complete the Trail of Tears water route:**
<http://www.youtube.com/watch?v=121mDpKMuHw>
- **Listen to Johnny Cash read John G. Burnett’s account of the Trail of Tears Part 1:**
<http://www.youtube.com/watch?v=qW8rIM21NN8>
- **Listen to Johnny Cash discuss the Trail of Tears Part 2:**
http://www.youtube.com/watch?v=2RIJ_hFPDFE
- **Listen to Johnny Cash sing and talk about Native Americans:**
<http://www.youtube.com/watch?v=-yz7xYzEEZo>
- **Participate in the 800-Mile Club Trail of Tears – Alabama activity**
- **BrainPop.com Trail of Tears www.brainpop.com**
- **University of Arkansas Curriculum Trail of Tears Lessons**
http://ualr.edu/sequoyah/uploads/2010/05/Trail_of_Tears.pdf

Materials Needed:

Teacher Lorilyn Owen Grade 4

Subject: Social Studies Trail of Tears

Internet Links

Links:

- **Brief History of Trail of Tears from Cherokee.org :**
<http://www.cherokee.org/AboutTheNation/History/TrailofTears/ABriefHistoryoftheTrailofTears.aspx>
- **John Burnetts Story of the Trail of Tears:**
<http://www.cherokee.org/AboutTheNation/History/TrailofTears/JohnBurnettsStoryoftheTrailofTears.aspx>
- **Cherokee Cookbook: Read about what the Cherokee ate, how they grew and preserved food.** <http://www.cherokee.org/AboutTheNation/Culture.aspx>
- **Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center ***Please pre-read interviews. Some of them are very detailed and graphic**** Interviews that involve families from Alabama: Wynn, Lizzie – Immigration from Alabama: Chambers, Jenny McCoy; Cook, Wallace; Dowson, Lucy; Hill, Mary. If link does not work, type the following in search engine: Family Stories from the Trail of Tears.**
<http://www.ualr.edu/sequoyah/uploads/2011/11/Family%20Stories%20from%20the%20Trail%20of%20Tears.htm>
- **Map of the Trail of Tears- National Park Service – If link does not work go to:**
www.nps.gov. Search: Trail of Tears Maps
<http://www.nps.gov/trte/planyourvisit/maps.htm>
- **Indian Country Diaries Interactive Trail of Tears Map:**

http://www.pbs.org/indiancountry/history/interactive_map.html

- National Park Service: Stories from the Trail of Tears – Miles
<http://www.nps.gov/trte/historyculture/stories.htm>
- National Park Service Trail of Tears Video link:
<http://www.nps.gov/trte/photosmultimedia/dvd.htm>
- United States Department of Agriculture: USDA: Choose my plate activity:
<http://www.choosemyplate.gov>
- USDA Choose my Plate printable resources: <http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>
- Nutrition <http://www.nutrition.gov/smart-nutrition-101/myplate-food-pyramid-resources>
- Child Nutrition <http://www.mypyramid.gov/kids/>
- Build Healthy Kids - Child Nutrition Healthy Calories Guidelines
<http://www.buildhealthykids.com/genrequirements.html>
- Build Healthy Kids – serving size suggestions
<http://www.buildhealthykids.com/servingsizes.html>
- Dietary guidelines: <http://www.cnpp.usda.gov/DietaryGuidelines.htm>
- Child Nutrition Recommendations from the Mayo Clinic
<http://www.mayoclinic.com/health/nutrition-for-kids/NU00606>
- Calorie Control Council <http://www.caloriecontrol.org/other-great-resources>
- Calorie Control Council : Calories burned during exercise chart:
<http://www.caloriecontrol.org/articles-and-video/lets-get-physical> and
http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html
- Food pyramid www.usda.gov
http://teammnutrition.usda.gov/Resources/mpk_poster2.pdf
- Trail of Tears photo: “The Trail of Tears” by Max D. Standley
http://www.maxstandley.com/trail_of_tears_series/the_trail_of_tears.html
- Park hiking trail links
 - Desoto State Park [• • •
91](http://www.alapark.com/parks/images/desoto/PDF-</div><div data-bbox=)

[Files/2013-DeSoto-State-Park-Trail-Map-page-1-Letter.pdf](#)

- Russell Cave National Monument : Map attached
- Little River Canyon National Preserve
<http://www.nps.gov/liri/planyourvisit/upload/LIRI-maps-2011.pdf>
- Tagxedo.com www.tagxedo.com
- University of Arkansas Curriculum Guide

Vocabulary

Vocabulary:

- Trail of Tears
- Native American
- Ration
- Calorie
- Nutrition
- Healthy

Background Information Links

- Cherokee link to brief History of the Trail of Tears:
<http://www.cherokee.org/AboutTheNation/History/TrailofTears/ABriefHistoryoftheTrailofTears.aspx>
- Trail of Tears: <http://www.pbs.org/indiancountry/history/trail.html>

Additional Resources

- **Brief History of Trail of Tears from Cherokee.org :**
<http://www.cherokee.org/AboutTheNation/History/TrailofTears/ABriefHistoryoftheTrailofTears.aspx>
- **John Burnetts Story of the Trail of Tears:**
<http://www.cherokee.org/AboutTheNation/History/TrailofTears/JohnBurnettsStoryoftheTrailofTears.aspx>
- **Cherokee Cookbook: Read about what the Cherokee ate, how they grew and preserved food.** <http://www.cherokee.org/AboutTheNation/Culture.aspx>
- **Family Stories from the Trail of Tears – American Native Press Archives and Sequoyah Research Center ***Please pre-read interviews. Some of them are very detailed and graphic**** Interviews that involve families from Alabama: Wynn, Lizzie – Immigration from Alabama: Chambers, Jenny McCoy; Cook, Wallace; Dowson, Lucy; Hill, Mary. If link does not work, type the following in search engine: Family Stories from the Trail of Tears.**
<http://www.ualr.edu/sequoyah/uploads/2011/11/Family%20Stories%20from%20the%20Trail%20of%20Tears.htm>
- **Map of the Trail of Tears- National Park Service – If link does not work go to:**
www.nps.gov. Search: Trail of Tears Maps
<http://www.nps.gov/trte/planyourvisit/maps.htm>
- **Indian Country Diaries Interactive Trail of Tears Map:**
http://www.pbs.org/indiancountry/history/interactive_map.html
- **National Park Service: Stories from the Trail of Tears – Miles**
<http://www.nps.gov/trte/historyculture/stories.htm>
- **National Park Service Trail of Tears Video link:**
<http://www.nps.gov/trte/photosmultimedia/dvd.htm>
- **United States Department of Agriculture: USDA: Choose my plate activity:**
<http://www.choosemyplate.gov>
- **USDA Choose my Plate printable resources:**
<http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>

- Nutrition <http://www.nutrition.gov/smart-nutrition-101/myplate-food-pyramid-resources>
- Child Nutrition <http://www.mypyramid.gov/kids/>
- Build Healthy Kids - Child Nutrition Healthy Calories Guidelines <http://www.buildhealthykids.com/genrequirements.html>
- Build Healthy Kids – serving size suggestions <http://www.buildhealthykids.com/servingsizes.html>
- Dietary guidelines: <http://www.cnpp.usda.gov/DietaryGuidelines.htm>
- Child Nutrition Recommendations from the Mayo Clinic <http://www.mayoclinic.com/health/nutrition-for-kids/NU00606>
- Calorie Control Council <http://www.caloriecontrol.org/other-great-resources>
- Calorie Control Council : Calories burned during exercise chart: <http://www.caloriecontrol.org/articles-and-video/lets-get-physical> and http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html
- Food pyramid www.usda.gov
http://teamnutrition.usda.gov/Resources/mpk_poster2.pdf
- Trail of Tears photo: “The Trail of Tears” by Max D. Standley http://www.maxdstandley.com/trail_of_tears_series/the_trail_of_tears.html
- Park hiking trail links
 - Desoto State Park <http://www.alapark.com/parks/images/desoto/PDF-Files/2013-DeSoto-State-Park-Trail-Map-page-1-Letter.pdf>
 - Russell Cave National Monument : Map attached
 - Little River Canyon National Preserve <http://www.nps.gov/liri/planyourvisit/upload/LIRI-maps-2011.pdf>
- Tagxedo.com www.tagxedo.com

Treaty Party Lesson Plan

10th Grade

Christina Howard

In 1835 the “Treaty Party”, led by Major Ridge, John Ridge, Elias Boudinot, and Stand Waite signed the Treaty of New Echota at the Cherokee capital without the authority of Principal Chief Ross or the Cherokee government. The treaty required the Cherokee Nation to exchange its national lands for a parcel in the "Indian Territory" and to relocate there within two years. This parcel, set aside by Congress in 1834, was located in what is now Oklahoma. The federal government promised to remit \$5 million to the Cherokee Nation, compensate individuals for their buildings and fixtures, and pay for the costs of relocation and acclimation. The United States also promised to honor the title of the Cherokee Nation's new land, respect its political autonomy, and protect its tribe from future trespasses. Even though it was completed without the sanction of the Cherokee national government, the U.S. Senate ratified the treaty by a margin of one vote.

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722>

NON-TREATY PARTY

John Ross, the Principal Chief, made the effort to prove that the majority of the tribe were not spoken for by gathering 16,000 Cherokee signatures against the treaty. The Cherokee government protested the legality of the treaty until 1838, when U.S. president Martin Van Buren ordered the U.S. Army into the Cherokee Nation. The army rounded up as many Cherokees as they could into temporary stockades and subsequently marched the captives, led by John Ross, to the Indian Territory.

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722>

RESISTANCE GROUP – RECOGNIZED TRIBES

There were some exceptions to removal. Perhaps 1,000 Cherokees evaded the U.S. soldiers and lived off the land in Georgia and other states. Those Cherokees who lived on private, individually owned lands (rather than communally owned tribal land) were not subject to removal. In North Carolina, about 400 Cherokees lived on land in the Great Smoky Mountains owned by a white man named William Holland Thomas (who had been adopted by Cherokees as a boy), and were thus not subject to removal. These North Carolina Cherokees became the Eastern Band Cherokee of today.

<http://www.crystalinks.com/trailoftears.html>

The United Keetoowah Band of Cherokee Indians formed their government under the Indian Reorganization Act of 1934 and gained federal recognition in 1946. Enrollment into the tribe is limited to people with a quarter or more of Cherokee blood. Many members of the UKB are descended from Old Settlers – Cherokees who moved to Arkansas and Indian Territory before the Trail of Tears. Of the 12,000 people enrolled in the tribe, 11,000 live in Oklahoma.

http://en.wikipedia.org/wiki/Indian_Reorganization_Act

RESISTANCE GROUP – NON-MEMBERS

There are many people who self-identify as Native American even though they have no tribal affiliations. Many of these people can today trace and document their ancestry to earlier generations who were at some point Cherokee citizens. These ancestors lost their citizenship as a result of various decisions.

The current requirements for Cherokee citizenship are based on degree of blood quantum, the degree of Indian blood a given individual possesses, and an ancestor's name on an official roll. To belong to the Cherokee Nation you have to have an ancestor who was listed on the Dawes Rolls.

The Dawes Rolls, also known as the "Final Rolls," are lists of individuals who were accepted as eligible for tribal membership in the Five Civilized Tribes - Cherokee, Creek, Choctaw, Chickasaw and Seminole. Those tribe members whose applications were accepted were entitled to an allotment of land, usually as a homestead, in return for abolishing their tribal governments and recognizing Federal laws.

There were a number of Cherokees who did not sign the Dawes Roll. Some Cherokee who lived in the Cherokee Nation and were eligible to sign the roll and receive land refused to do so. After years of broken treaties and bad policies implemented by the US government, many Cherokees were weary of signing the Dawes Roll and "registering" as Cherokee. Other Cherokees of the day were not living within the Cherokee Nation and were therefore ineligible to enroll. Cherokees who had settled in Texas, Arkansas, Kansas, and Missouri were considered US citizens and were ineligible to sign the Dawes Rolls. Anyone descended from these Cherokee will be unable to enroll in the Cherokee Nation, even if they are able to prove their Cherokee heritage.

http://www.allthingscherokee.com/articles_gene_121100.html

Treaty Party

Post-Site Visit

Duration: 2-3 90 minute class periods

Objectives:

The students will:

- Demonstrate how culture shapes the way we see the world
- Evaluate the factors that influenced decisions made by leaders during the Trail of Tears era

Background information: In 1830, Andrew Jackson signed the Indian Removal Act, which gave the federal government the power to exchange Native-held land in the South for land west of the Mississippi which had been gained as part of the Louisiana Purchase. The Cherokee were divided over what was the best solution to the problem of losing their land. John Ross, the leader of the Cherokees, waged a legal battle through the federal court system. A few self-appointed representatives decided it was best to leave in exchange for money and other concessions. In 1835, they negotiated the Treaty of New Echota, which traded all Cherokee land east of the Mississippi for \$5 million, relocation assistance, and compensation for lost property. Three years later the federal government sent troops to speed up the removal process. The Cherokees were rounded up and placed in stockades while their homes were looted. They were then forced to march to their new home in Oklahoma. An estimated 4,000 of the 16,000 Cherokees that were forced to relocate to Oklahoma died along the way.

Materials:

- Paper and pencil
- Computers with internet access

Procedures:

1. Remembering what they discovered about how identity shapes a person and how certain members of the Cherokees identified with the Treaty Party and Non-Treaty Party, students will determine which factors shaped the identities of the leaders during the Trail of Tears era. Students should be given one of the following people to research: John Ross, Major Ridge, John Ridge, Elias Boudinot, Stand Watie.
2. Students will list factors that have likely contributed to that person's identity such as race, nationality, education, hobbies, culture, key life experiences, and so forth. They will then prioritize their lists, placing the factors they believe have been most influential at the top.
3. Students will then write an essay that analyzes and provides evidence for how the top three factors on their lists have shaped the identity of the person and affected his activities.
4. Students can also contrast Thomas Jefferson's policy to assimilate American Indians in the 1780s with Andrew Jackson's policy of removing Cherokees to west of the Mississippi in the 1830s.

What is common to both policies?

What differentiates them?

Assessment: Check to see if the research is accurate and evidence is provided in the essay to support the student's ideas about the person

Extension:

Students can map their family tree. How far can you go back? How do the number of known ancestors compare to the number of unknown? Does the information you find change how you self-identify?

Educational Standards:

Alabama Course of Study 10th grade

5. Explain key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

- Explaining concepts of loose and strict interpretations of the Constitution of the United States

7. Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.

8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.

10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

Common Core Standards

To appropriately cite the Common Core State Standards, use the following:

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards (insert specific content area if you are using only one)

Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

Copyright Date: 2010

- CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Treaty Party

On-Site Visit

Objectives

The students will:

- Learn where the Cherokee believe they came from
- Explore the impact contact with European culture had on Cherokee culture
- Identify and describe the divisions within the Cherokee Nation that resulted from treaties with the United States government

Background: The Cherokee language is an Iroquoian language. That means that at some point a group of people left the Great Lakes region and migrated south. That group of people would become the Cherokee. The connection to the Iroquois means that it is not likely that the ancestors of the Cherokee were inhabitants of the cave.

However, the first documented owner of the land the cave is located on is a Cherokee veteran of the American Revolution, John Woods. John Woods received a 640-acre reservation in a treaty with the U.S. government. According to the terms of the treaty, Cherokees who chose to emigrate west to Arkansas would be provided benefits and the ones who chose not to leave could apply for a 640-acre reserve and citizenship. In 1819, the Cherokee Council voted to deny citizenship in the tribe to anyone who emigrated west or accepted a reserve.

Procedures:

1. Students will examine the bust of the man whose remains were found in a burial ground at Russell Cave. They will be asked to identify what race he is based on just physical criteria. They will then be asked if they can determine to which Native American tribe he would have belonged. The ranger will inform the students that 14 tribes claim to have come from the people of Russell Cave. Experts are unable to determine what tribes could have descended from the original inhabitants.

2. The ranger will read students the Cherokee creation story. Students will learn how the Cherokee view their ancestry.
3. The ranger will use the groups provided by the teacher and further divide the students into the following groups:

TREATY PARTY

NON-TREATY PARTY

RESISTANCE GROUP – EASTERN BAND OF CHEROKEES

RESISTANCE GROUP – NON-MEMBERS

Each group will be given a short summary of what it meant for the Cherokees who identified with each of these groups. The students will then present this information to the rest of the groups.

4. Students will discover through the exhibits in the cave shelter that Native Americans were farming and settling into villages, part of white mans' idea of civilization, before contact with Europeans.
5. The ranger will show students pictures of traditional Cherokee homes, villages, and lifestyle. The ranger will also show pictures of how some of the Cherokees assimilated to the European idea of civilization. For example: pictures of plantation homes owned by Cherokees and use of slave labor by the Cherokees. Even though many Cherokees prospered by European standards, many Americans still refused to accept them as “civilized.”

Education Standards:

Alabama Course of Study 10th grade

1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.

10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

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Copyright Date: 2010

- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Christine Howard

Who Decides Who I Am

Pre-Site Visit

Duration: 90 minutes

Objectives:

The students will:

- Define “identity”; identify the multiple identities with which they associate
- Classify themselves based on different criteria
- Identify how the concept of race has changed over time in the United States

Background information: Introduce the lesson by telling students that our ideas of race and culture affect how people “identify” themselves and their social and legal classification, including Native Americans. Classifying humans into groups is a subjective process, influenced by cultural ideas and political priorities. There are many different, equally valid criteria one can use to sort people into groups. Because classification is cultural, not scientific, racial classification has changed over time. The U.S. Census is one indicator of how racial classification has changed.

Materials:

- Paper and pencil
- Computers with internet access
- Copy of the Census Forms for each student
- Copy of the Human Traits Inventory Worksheet for each student
- Copy of the Fingerprint Types Worksheet for students/or have it displayed for them to view

Vocabulary:

race – refers to a person’s physical appearance, such as skin color, eye color, hair color, bone/jaw structure, etc.

ethnicity – relates to cultural factors such as nationality, culture, ancestry, language, and beliefs

census – an official count or survey of a population, typically recording various details of individuals

Procedures:

1. Write “I am a ...” on the board. Give students five minutes to complete with as many “identities” as they feel might best represent themselves (examples may be: race, religion, gender, family relationships, ethnic origins, hobbies, etc.).

Ask students:

Which were easiest/hardest to identify?

When are they most aware of their various identities?

Which are the most important to them at this point in their lives?

2. Pass out three U.S. Census forms from 1870, 1950, and 2000. Have students identify themselves on each form. The teacher will tally the results from each census form.

3. Demonstrate the different ways you can sort people into “races” by trying out each of the following criteria with the same group of people:

FINGERPRINT TYPE: Print out the fingerprint types and sort people into groups based on their type.

TONGUE-CURLING: Who can curl their tongue and who can’t?

HAND CLASPING: Have everybody clasp their hands together. Which thumb is on top? Who is right-thumbed versus left-thumbed?

SKIN COLOR: Look at the inside of your arm and compare it to others. Who is really darker or lighter?

Pass out the Human Traits Inventory worksheets for students to use to categorize themselves. Do the groups change as the criteria changes? Can you predict how people will sort out based on other information, or does it seem random? All of these are traits are inherited, yet none of them, not even skin color, sort people along "racial lines."

The teacher should record who falls into each of the categories listed on the Human Traits Inventory Worksheet. This information will be sent to the park ranger before the students visit Russell Cave.

4. Students should then complete the Sorting People activity on the PBS RACE The Power of an Illusion website. Students will see how people's "self-identity" does not always fit into the government's classification.

Students will look at the current government classifications on race. The teacher will point out that to be classified as a Native American a person must be a member of a tribe.

They will then discuss qualifications for membership into the Cherokee tribe. The teacher will also point out that the African American definition is the only one that mentions race as a requirement.

5. After completing the Sorting People activity, the students will then complete the Explore Traits activity. The students will see how the group of people sorted out based on some of the categories they used earlier. Students should see that even physical traits produce different groupings that cut across "racial" lines.

Given there is no objective way to classify people, discuss how you think the government should define racial categories.

Assessment:

Students will be informally assessed based on their participation in the categorizing activities and the discussion.

Education Standards:

Alabama Course of Study 10th grade

1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

Common Core Standards

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- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Census Forms

1870 Census

--Color

_____ White

_____ Black

_____ Mulatto

_____ Chinese

_____ Indian

1950 Census

--Race

_____ White

_____ Negro

_____ American Indian

_____ Japanese

_____ Chinese

_____ Filipino

_____ Other race

2000 Census

--Is person Spanish/Hispanic/Latino? (must answer this question and race question)

--What is the Person's race? Mark one or more races

White

Black, African Am, or Negro

American Indian or Alaska Native (print name of enrolled tribe)

Asian Indian

Chinese

Filipino

Japanese

Korean

Vietnamese

Native Hawaiian

Guamanian or Chamorro

Samoan

Other Pacific Island (print race)

Other Asian (print race)

Some other race (print race)

Four Fingerprint Types

LOOP



most common
65% of people

WHORL



somewhat
common
30% of people

ARCH



rare
4% of people

TENTED
ARCH



very rare
1% of people

fingerprint images courtesy of the International Institute of Hand Analysis
http://www.handanalysis.net/beginners/fingerprint_types.htm

For more information:

- <http://www.senseme.com/scripts/biometrics/fingerprints.htm>
- Boy Scouts of America: <http://onin.com/fp/fmiru/fppatterns.gif>

Following are the U.S. federal government's current definitions for the racial and ethnic groups we used in the sorting activity:

- **American Indian or Alaskan Native.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community recognition.
- **Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American.** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."
- **Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Most of these categories were introduced in 1977, in response to new civil rights laws designed to remedy discrimination. Look closely at these definitions. Is everybody defined in the same way? To be categorized as Native American, for example, requires "tribal affiliation or community recognition" - a condition of no other category. The definition for African American includes a reference to "black racial groups" while none of the other categories mention race. In fact, Hispanic or Latino is defined as a "Spanish culture of origin, regardless of race." The category Native Hawaiian or Other Pacific Islander was only introduced in 1996 - previously, it was lumped together with Asians.

Human Traits Inventory Worksheet

Inherited Trait	YES	NO
Fingerprint type – Loop		
Fingerprint type – Whorl		
Fingerprint type – Arch		
Fingerprint type – Tented Arch		
Tongue curl		
Hand clasp – Right thumb on top		
Hand clasp – Left thumb on top		
Skin color - Light		
Skin color – Medium-light		
Skin color – Medium		
Skin color – Dark		

Alabama Course of Study 10th grade

1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

5. Explain key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCullough versus Maryland*, and *Cherokee Nation versus Georgia*.

Explaining concepts of loose and strict interpretations of the Constitution of the United States

7. Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.

8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.

10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

College and Career Readiness Anchor Standards

Reading Standards: Grades 9-10

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing Standards: Grades 9-10

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Emily Paris

CAVES Lesson Plan Outline

Summary:

C.A.V.E.S. is a self-guided tour for upper elementary school groups or scout groups. Five stations based on the significant features of RUCA will be visited by small groups. Each group will visit the following stations: Caves, Archeology, Vascular Plants, Ecosystem, and Skins & Skulls. During these stations, each small group leader will be issued a tablet and a two-way radio. Using the tablet, students will listen to a podcast for an introduction and instructions for station. Additional pictures will be available for groups that complete their station early. Two-way radios will be used to transition each subgroup.

Objectives:

- Students will be able to identify the geological components of Russell Cave.
- Students will be able to describe the physical changes to the cave since prehistoric times.
- Students will be able to demonstrate an understanding of the archeological excavations that occurred at RUCA.
- Students will be able to match vascular plant characteristics with native RUCA plants.
- Students will be able to describe the interdependence of RUCA's native plants and animals.
- Students will be able to apply knowledge of native animals to identify skins and skulls of RUCA native animals.

Standards

SS 4.2.) Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.

- Identifying locations of prehistoric and historic Native Americans in Alabama
- Describing types of prehistoric life in Alabama

Examples: plants, animals, people

SS 4.5.) Describe the interdependence of plants and animals.

- Describing behaviors and body structures that help animals survive in particular habitats

Examples:

- Tracing the flow of energy through a food chain

Example: producer, first-level consumer, second-level consumer, and third-level consumer

- Identifying characteristics of organisms, including growth and development, reproduction, acquisition and use of energy, and response to the environment+

Prairie

SC 4.7.) Describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.

Materials-

Two-way radios (6)

Tablet (5)

Podcast on tablet

Work station activity packet (1 for each student)

Pre-site Information for Group Leaders, Subgroup leaders, and/or Volunteers

C.A.V.E.S. is designed for teachers, scout leaders, and others who are bringing groups of children to Russell Cave National Monument. The program has three components:

- Lessons and materials to be used before visiting Russell Cave.
- A five part workstation package for use on site.
- For review, a pair of exercises to use completed after returning as a group.

The purpose of C.A.V.E.S. is to help children learn about the geology, archeology, and ecology of Northeast Alabama and Russell Cave in particular.

Groups and individuals planning visits to Russell Cave National Monument will need to know the following general information.

- Russell Cave is managed by the National Park Service.
- All plants and animals on NPS property are protected by law. This means that visitors to Russell Cave are encouraged to observe, study, and appreciate, but picking, collecting, or otherwise disturbing live plants and animals are forbidden.
- Do not run and do not collect nature specimens.

Pre-site Whole Group Optional Activities

- Alabama History Lesson about Russell Cave from school's adopted textbook
- Limestone Jar Experiment
- Vascular/Nonvascular Plant Experiment

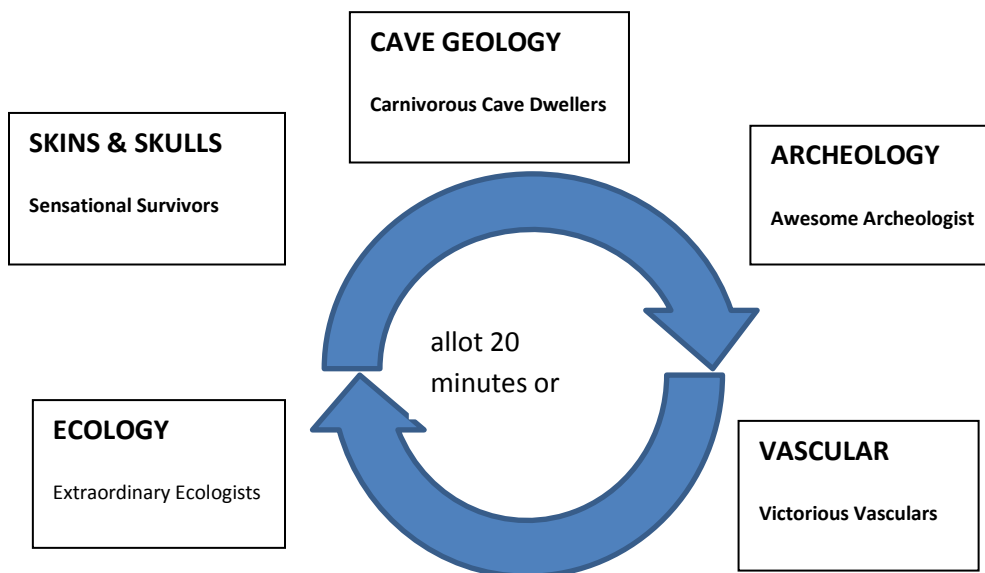
THE ACTIVITIES

Five activities make up the field trip program. Each workstation will be initiated using a podcast. To promote learning and discipline, we recommend dividing a group into five sub groups as follows:

- C- Carnivorous Cave Dwellers
- A- Awesome Archeologists
- V- Victorious Vasculars
- E- Extraordinary Ecologist
- S- Sensational Survivors

Each subgroup will be issued a tablet and a two-way radio to use during each workstation. The five subgroups can complete the activities consecutively, in a round robin format. Each begins with one workstation and progresses to the next in the sequence until all six activities have been completed. The length of time devoted to each workstation is determined by the teacher. We recommend that a minimum of 15 minutes (more if available) be allowed for each, with a two minute changed over time between activities. The overall group leader will notify each subgroup leader when two minutes remain in the workstation, as well as when the work station ends.

Subgroups will rotate as follows:



Each station should take place at the designated location. We recommend having one or more adult volunteers positioned at each station and moving the groups between them. For the leader in charge, two-way radios will be used to notify subgroup leaders of transitions between workstations.

The activities are as follows:

CAVE GEOLOGY (inside cave shelter)

Inside the cave shelter, students gather around leader to listen to the introduction podcast. Encourage children to observe, study, and visualize the characteristics of the cave shelter and inside of the cave. Allow time for exploration and discussion after the podcast.

ARCHAEOLOGY (in Visitor Center)

Before entering the museum, play the podcast to introduce the setup of the museum. (Students will view the exhibits beginning with “The Archaeologist’s Dream” and continue clockwise to the outer exhibits. Encourage students to also view the timeline in the center of the museum.) Allow children time to explore and learn about the excavation of the cave shelter. When the subgroup has viewed the museum’s exhibits, students may complete the activity sheet regarding the information in the museum.

VASCULAR (around the sink hole)

Upon entering the sinkhole area, remind students that all plants and animals on NPS property are protected by law. This means that visitors to Russell Cave are encouraged to observe, study, and appreciate, but picking, collecting, or otherwise disturbing live plants and animals are forbidden. Have students stand near the sink hole while playing the podcast to introduce area. Allow children time to study and discuss the plants in the area. Using the activity sheet, students may work with peers to locate and identify plant life around the sinkhole. After all plants have been located, play the second podcast to learn how prehistoric people used these plants.

ECOSYSTEM (on the boardwalk)

After leaving the sink hole area (on the boardwalk), the group leader should encourage students to look for animals or insects to discuss. Play the podcast a few minutes into the workstation. Have students look at the web on the ecology activity sheet to visualize Russell Cave's ecosystem. Encourage children to locate, study, and discuss animals and insects around the boardwalk. When children have located an animal or insect, discuss where the animal or insect gets its nutrition. Then, encourage children to discuss how plants and other animals are part of a food chain. Upon exiting the boardwalk, encourage students to complete the ecosystem web template below the example web. Use the list of Russell Cave native plants and animals to complete the web.

SKINS AND SKULLS (in the pavilion)

The Skins and Skulls materials will be set out when students arrive at the Skins and Skulls workstation. Have students listen to the podcast prior to handling the exhibit materials. During the station, encourage children to identify and discuss animals around Russell Cave. We recommend children choose a partner to visit each skin and skull. Rotating around to each skin and skull would allow students time to discuss and handle items in an orderly fashion. If time allows, partners may discuss the how ancient people may have used the animal they identified.

BACK AT SCHOOL

Students will make a Russell Cave National Monument "layered book" foldable with three sheets of paper. Label each flap according the workstation visited and write summary of each station. Encourage each student to share with the class or a partner the summary of their favorite workstation. If desired, return some or all of the layered books to the rangers at Russell Cave to help assess this program.

PEER AND SELF EVALUATION RUBRIC

PROJECT TITLE: _____

GROUP MEMBERS: _____

Please rate your contribution to the group and evaluate the group on a scale from 1 – 10 with 10 being the highest.

INDIVIDUAL EVALUATION: **Name** _____

____ 1. Following teacher's instructions

____ 9. Explaining things to others

____ 2. Asking meaningful questions

____ 10. Doing things on time

____ 3. Contributing ideas and information

____ 4. Helping the group stay on task

____ 11. Doing my best

____ 5. Contributing materials

____ 6. Asking for help when needed

____ 7. Sharing responsibilities

____ 8. Respecting others

I could improve on _____

I rank my contributions to the group as _____ because _____

GROUP EVALUATION:

____ 1. Following teacher's instructions

____ 6. Respecting others

____ 2. Asking meaningful questions

____ 7. Explaining things to others

____ 3. Contributing ideas and information

____ 8. Solving problems within
the group

____ 4. Staying on task and meeting deadlines

____ 9. Consistent effort

____ 5. Sharing responsibilities

____ 10. Producing a quality product

I rank our group's efforts at working together as _____ because _____

PEER EVALUATION:

Rank each individual group member using a scale of 1 – 10. Explain your reasons for the assigned ranking.

Ranking

Group Member

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Self-Guided Field Trip to Russell Cave National Monument

Created by: Emily Paris, TRT at Russell Cave National Monument

Date: Summer 2013

Grade: Fourth

Number of Students: 5 small groups of ≤ 10 students per group

Stage 1- Desired Results

Established Goals:

Social Studies

- 4.2.) Describe cultures, governments, and economies of prehistoric and historic Native Americans in Alabama.
- 4.5.) Describe the interdependence of plants and animals.

Science

- 4.7.) Describe geological features of Earth, including bodies of water, beaches, ocean ridges, continental shelves, plateaus, faults, canyons, sand dunes, and ice caps.

Understandings:

Students will understand that.....

- Identifying, appreciating, and preserving earth's natural and historical treasures are vital for future generations.

Essential Questions:

What causes change?

<p>Student will know....</p> <ul style="list-style-type: none"> - limestone rock erosion caused Russell Cave to be revealed - ancient artifacts found in the cave shelter excavation gave factual information about the ancient people who inhabited the cave shelter - the importance of protecting and preserving plants and animals in national parks 	<p>Student will be able to...</p> <ul style="list-style-type: none"> - identify the geology of Russell Cave. - describe the physical changes to the cave since prehistoric times. - demonstrate an understanding of the archeological excavations that occurred at RUCA. - match vascular plant characteristics with native RUCA plants. - describe the interdependence of RUCA's native plants and animals. - apply knowledge of native animals to identify skins and skulls of RUCA native animals.

Stage 2- Assessment Evidence	
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<p>Performance Tasks:</p> <ul style="list-style-type: none"> - Ecosystem diagram with Russell Cave native plants and animals - Plant identification and natural resources 	<p>Other Evidence:</p> <ul style="list-style-type: none"> - KWL pre-assessment: <i>Change</i> - Workstation flipbook
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<p>Self-Assessments</p> <ul style="list-style-type: none"> - Self and group assessment checklist 	<p>Other Evidence, Summarized</p>
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Stage 3 Learning Plan

Five workstations make up a field trip program. Each workstation will be issued a tablet with downloaded podcasts. At each workstation, subgroups will listen to the podcast for the station they are attending and complete the activity in connection to the station.

Workstations are as follows:

- CAVE GEOLOGY (inside cave shelter)

Students will listen to the podcast to introduce the area of the cave and cave shelter. As prompted by the podcast, students will observe and analyze the geology around them.

- ARCHAEOLOGY (in Visitor Center)

Students will listen to the podcast to introduce and give directions regarding the museum area. Students will be given time to observe ancient artifacts and read about the history of Russell Cave.

- VASCULAR (around the sink hole)

Students will listen to part 1 of the podcast introducing vascular plants. Students will conduct a scavenger hunt using pictures of plants in their workstation area. After scavenger hunt, part 2 of the podcast will be played telling students how ancient people used plants as resources.

- ECOSYSTEM (on the boardwalk)

Students will listen to the podcast to introduce the term and importance of Russell Cave's ecosystem. Observations and categorization of wildlife will take place throughout the station.

- SKINS AND SKULLS (in the pavilion)

Students will listen to the podcast to introduce the Skins and Skulls workstation. The Skins and Skulls program material will be available for students to identify animals hunted during ancient times. Students will analyze skins and skulls and discuss how they believe ancient people

used the animals they hunted.

Upon returning to the group's home site, students will create a foldable flipbook demonstrating what they learned at each workstation. Self and group assessments will be given and students will be given time to share what they learned from their trip to Russell Cave.

Further small groups discussions and completion of KWL will be initiated by the teacher regarding how changes in nature relate to personal changes.

Making a "Solution" Cave

suggested grade levels: 4-8

Overview:

Solution caves are formed by slightly acidic ground water circulating through fractures in limestone. Even slightly acidic water is capable of dissolving great quantities of this soluble rock. As time passes, the openings become larger and larger until they may be large enough for a man to pass through. This simple experiment will let students observe a process that normally takes many, many, years in real life. It is a fun activity for students and it encourages them to work together.

Materials:

Scissors

Clear plastic bottle, such as a small bottled-water container or a 1-2 liter soda bottle

Piece of aluminum foil

Large nail

Glass bottle or jar with an opening larger than that of the plastic bottle

5 cups (725 g) of sand

Rubber band

1 cup (200 g) of granulated sugar or sugar cubes

1 cup (236.6 ml) of warm water

Spoon or trowel

Activity: (Can be done as a demo if supplies are limited)

1. Cut off the bottom half of the plastic bottle. Remove the cap.
2. Fit the piece of aluminum foil over the mouth of the plastic bottle and Hold it in place tightly with a rubber band. Use the nail to punch a few small holes in the foil.

3. Place the plastic bottle upside down inside the opening of the larger glass bottle so it can act as a funnel.
4. Put a 2-inch (5 cm) layer of damp sand in the plastic bottle. Press it down so there are no air spaces.
5. Put a 1-inch (2.5 cm) layer of sugar or sugar cubes on top of the sand. Be sure it is pressed against the side of the bottle and filled in solidly. The sugar represents limestone under the ground.
6. Put another 2- or 3-inch (5 or 8 cm) layer of sand on top of the sugar. Press out all spaces. You should be able to clearly see three layers.
7. Pour 1/2 cup (118.3 ml) of warm water on top of the top layer of sand. Wait until it drains down, and then pour the other 1/2 cup (118.3 ml) of water. Watch what happens to the sugar (the limestone) after two or three hours. What has caused the caves that you see? What does this show you about how caves might form.