

<b>Lesson Title</b>	Cherokee Nation Virtual Field Trip 5E Lesson Plan
<b>Grade Levels</b>	2nd, 4th, 8th-12th
<b>Timeline</b>	45-minute class period (or homework assignment) per section

## STANDARDS

**SS2H1b.** Describe the lives and contributions of historical figures in Georgia history: Sequoyah (development of a Cherokee alphabet).

**SS4H3b.** Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

**SS8H4e.** Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and *Worcester v. Georgia*) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

**SSUSH7a.** Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.

## ESSENTIAL QUESTIONS

- How did interactions with white settlers alter the culture of the Cherokee Nation?
- In what ways did the United States Supreme Court create benefits and costs for the Cherokee people?

## KEY VOCABULARY

Cherokee Nation, settlement, settler, alliance, compensation, sovereignty, treaty, cede, relinquish, treason, Trail of Tears, Indian removal, land lottery, missionary, *Worcester v. Georgia*, treaty party

## MATERIALS

**SOURCE:** [GPB's Cherokee Nation Virtual Field Trip](#)

**GRAFFITI WALL + CAPTION THIS:** images from virtual field trip (teacher prepared)

**THINKING HATS:** actual or mock thinking hats (optional)

**HEADLINES:** actual or mock headlines (teacher prepared)

**BODY BIOGRAPHY:** large drawing paper, hanging sticky notes, or butcher paper

**VALUES, IDENTITIES, ACTIONS:** graphic organizer (see appendix)

**REPORTER'S NOTEBOOK:** graphic organizer (see appendix)

**ONE PAGER:** large drawing paper or hanging sticky notes

**FOUR CORNERS:** one label for each of the four corners (Language, Government, Community Life, Economics & Commerce)

## ENGAGE

### RESOURCES (IMAGES)

These images can be found in the [Cherokee Nation Virtual Field Trip](#).

- Treaty Party and Trail of Tears
  - Map: Routes to Indian Territory
- Cause and Effect
  - Indian Removal Act: Notable Individuals, John Ross
- Lifestyle Changes: Explore New Echota
  - Council Room
  - Print Shop

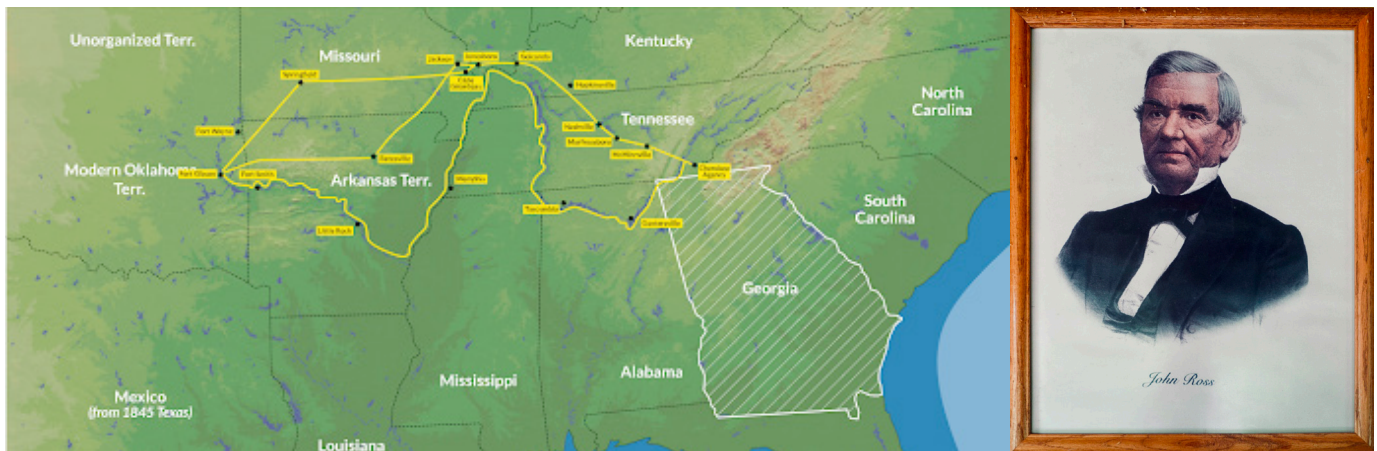
AND in GPB Education's Cherokee Nation Google Arts and Culture exhibits.

### [Cherokee Nation: Governing New Echota](#)

- Creek Land Prior to 1733
- Indian Territory of 1787

### [Creek Nation: Treachery and Division](#)

- Upper and Lower Creeks Map, 1812



## STRATEGIES: Graffiti Wall + Caption This

Combine the strategies of Graffiti Wall and Caption This to stage a visual platform where students can creatively showcase their growing knowledge about the Cherokee Nation.

### GRAFFITI WALL

This strategy has been adapted from [eduToolbox](#).

Print or download a selection of images from the virtual field trip and invite students to display them on a physical or virtual Graffiti Wall that will display and build upon student knowledge about the Cherokee Nation. Encourage students to add additional images and drawings to the wall as they gain new knowledge throughout the unit.

### CAPTION THIS

This strategy has been adapted from [K20 Learn](#).

Assign students to work individually, in pairs, or in small groups to create evolving captions for each image on the Graffiti Wall. Captions should initially consist of one to three sentences that question or explain what is happening in the image. Prompts from the strategy See, Think, Wonder can be used to encourage thinking:

- What do you SEE or notice in the image?
- What do you THINK or already know about what is happening in the image?
- What do you WONDER or question about what is happening in the image?

Toward the end of the unit, captions can be expanded to include more complete information about each image based on what students have learned. The Graffiti Wall ultimately can be used by students to prepare for a final assessment on the unit.

### EXAMPLES:



In 1838 and 1839, the United States government banished an entire sovereign nation of more than 18,000 people from their homeland in Georgia.



John Ross was the principal leader of this nation. He negotiated and fought against the removal of his people for more than ten years.



The Cherokee Nation printed a bilingual newspaper called the *Cherokee Phoenix* that was in both English and the written form of the Cherokee language that was developed by Sequoyah.

## EXPLORE

### RESOURCE (VIDEO): [Gold Rush](#)

This video can be found in the [Cherokee Nation Virtual Field Trip](#).

- Cause and Effect: [Gold Rush](#)

AND in GPB Education's [Cherokee Nation: Georgia's Gold Rush and Land Lottery](#) Google Arts and Culture exhibit.

Watch the video *Gold Rush* from the Cause and Effect section of the virtual field trip. Discuss what you have learned with the members of your group from the perspective of your assigned thinking hat described in the strategy below.

### STRATEGY: Thinking Hats

*This strategy has been adapted from the [de Bono Group](#).*

1. Divide students into four groups. Assign each group a particular thinking hat from the list below. The four thinking hats can be symbolic or real, represented by any style or color — such as a blue baseball hat, black top hat, red beret, and white fedora. Have fun with your selection!
  - The first hat will SUMMARIZE the FACTS presented in the resource.
  - The second hat will ANALYZE the content and come up with any QUESTIONS that would help clarify or solidify understanding.
  - The third hat will INTERPRET any FEELINGS about the topic and how the content resonates with personal experiences and preferences.
  - The fourth hat will EXPAND on knowledge by making text-to-text CONNECTIONS (with other areas studied in class) and text-to-world connections (with current events and other extracurricular areas of interest).
2. Allow each thinking hat group to review the content (e.g., video, reading passage, primary source) and discuss what they learned from the perspective of their particular thinking hat. Invite the groups to summarize and present their unique thinking hat positions to the rest of the class.
3. After all four groups have shared their ideas and the students have discussed their collaborative learning, introduce the fifth thinking hat:
  - The fifth hat will be worn by the entire class. After sharing their individual group analyses, the class will work together to PROCESS the information and suggest ACTIONS they could take to demonstrate knowledge and even follow up on what they have learned through community service or civic engagement.
4. Repeat this strategy throughout the school year, giving students the opportunity to wear all thinking hats.

## EXPLORE

### RESOURCES (VIDEOS)

These videos can be found in the [Cherokee Nation Virtual Field Trip](#).

- Lifestyle Changes: Explore New Echota
  - [Print Shop Video](#)
  - [Print Shop VR Exploration](#)
- Cause and Effect: [Land Lottery](#)
- [Worcester v. Georgia](#)

AND in GPB Education's [Cherokee Nation: Governing New Echota](#), [The Cherokee Phoenix](#), and [Georgia's Gold Rush and Land Lottery](#) Google Arts and Culture exhibits.

### STRATEGY: Headlines

*This strategy has been adapted from [Harvard Project Zero](#).*

Engage students in using newspaper headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, or topic.

Begin by providing actual newspaper headlines that highlight key learning points from the topic. Encourage students to use each headline as a foundation for summarizing their understanding and drawing conclusions.

Examples of Actual Headlines from the *Cherokee Phoenix*:

- [A New Plan to Procure Cherokee Lands \(Volume 1, Issue 6, Page 3: March, 27, 1828\)](#)
- [When is Man Rich Enough \(Volume 1, Issue 21, Page 4: July 21, 1828\)](#)
- [Oppression of the Cherokees \(Volume 4, Issue 4, Page 2: July 16, 1831\)](#)
- [High-Handed Measures Towards Cherokee Nation Missionaries \(Volume 4, Issue 10, Page 2: September 3, 1831\)](#)
- [The Missionary Convicts \(Volume 4, Issue 23, Page 2: December 17, 1831\)](#)

After exploring these actual newspaper headlines, challenge students to read the articles and write alternative headlines that highlight the story in a different way. Students can also review other videos, reading passages, or primary sources from the virtual field trip and create their own mock newspaper headline for each resource that illustrates and synthesizes what they have learned.

**EXPANSION ACTIVITY:** As a class, students will research recent events occurring within the Cherokee Nation today and use this information, along with the stories and skills learned in the Read All About It exercise, to create a modern-day issue of the *Cherokee Phoenix*.

Each individual, pair, or small group of students can choose or be assigned one article to contribute. Articles can consist of headline stories and news reports, editorials, columns or other opinion pieces, features about local people and events, sports recaps, political cartoons, advertisements, and more.

Because the *Cherokee Phoenix* was a bilingual publication, each article should use at least one word from the Cherokee language.

After all articles have been completed and submitted, the teacher or a volunteer team of student editors (e.g., for extra credit) will assemble the newspaper and display it in the classroom, perhaps even incorporating it into the class Graffiti Wall.

## EXPLAIN

### RESOURCES (DOCUMENTS)

These documents can be found in the [Cherokee Nation Virtual Field Trip](#).

- Treaty Party and Trail of Tears
  - Primary Source: Letter From John Ross

AND in GPB Education's [The Trail of Tears](#) Google Arts and Culture exhibit.

- Primary Source: Letter From John Ross
- Primary Source: Andrew Jackson's Second Annual Message to Congress

### STRATEGY: Body Biography

1. Assign pairs or small groups of students to analyze one of the two opposing perspectives:
  - Create a Body Biography illustrating the perspective of President Andrew Jackson as expressed in his Second Annual Message to Congress (1830).
  - Create a Body Biography illustrating the perspective of Principal Chief John Ross as expressed in Letter From John Ross (1836).
2. Invite each team to draw a basic outline of the body or highlighted body parts of the author (i.e., by illustrating each body part on an individual piece of paper or by tracing the entire outline of a classmate on butcher paper).
3. Task students to strategically fill in the outline with their primary source analysis answers according to each body part question below:
  - HEAD Explain your impression of the speaker's thoughts at the time.
  - EYES How does the speaker view his situation?
  - HEART How would you describe the speaker's purpose and goals?
  - HANDS What does the speaker hold or feel? (literally and/or figuratively)
  - FEET How would you describe the speaker's principles or values?
4. Invite students to present their Body Biographies to the class.

### STRATEGY: Reporter's Notebook

*This strategy has been adapted from [Harvard Project Zero](#).*

As a final expansion assignment or output, challenge students to compare and contrast their perspectives of the two leaders based on what they learned through the body biographies.

Print copies of the graphic organizer in the appendix or invite students to make their own like the one below.

COMPARE / CONTRAST	CHIEF JOHN ROSS	PRESIDENT ANDREW JACKSON
<p><b>Values</b></p> <p>Are the values implied by each speaker similar to your values? Why or why not?</p>		
<p><b>Identities</b></p> <p>Who is the speaker talking about or to? Is anyone left out of the story that should be in it? Do you fit into the story? Why or why not?</p>		
<p><b>Actions</b></p> <p>What actions might each source encourage or discourage? Whose actions? Yours or another's?</p>		

## ELABORATE

### RESOURCES (VIDEOS): *Native Voices* and *Gold Rush*

These videos can be found in the [Creek Nation Virtual Field Trip](#).

- Cause and Effect: [Native Voices](#)

AND in the [Cherokee Nation Virtual Field Trip](#).

- Cause and Effect: [Gold Rush](#)

In the video *Native Voices*, members of both the Creek and Cherokee tribes discuss their history, beliefs, and experiences. Why is it important to hear history from their perspective?

Ask students to watch the video and make sketches and notes about the stories being shared. Encourage them to make notes from the perspective of the people featured in the video and their families who suffered because of Indian Removal and the Trail of Tears.

### STRATEGY: One Pager

*This strategy has been adapted from [Harvard Project Zero](#).*

Have students build a one-page creative summary about the video story, including a page border representing a central concept, personal statements and sketches representing key ideas, three questions and answers, and an imaginative letter.

1. Write the title of the one-pager at the top of the page.
2. Design a border around the page that uses words or symbols to represent the central message or concept of the video. Students may even wish to incorporate the Cherokee syllabary into the border.
3. Draw one or more illustrations that represent a central theme or key concept from the video. Caption the illustration(s) with a surrounding word cloud.
4. Develop at least three questions and include the correct answers.
5. Add a personal statement about something learned or understood from the video.
6. Write an imaginative letter that summarizes some facts and feelings from the video.
  - Imagine you have been forcibly removed from your ancestral home and marched hundreds of miles to a new land by United States Army troops. Write a letter to your future children or grandchildren about your experience. Include information about the harsh conditions, your feelings, your family and friends, and your arrival to Indian Territory.

## EVALUATE

### RESOURCES (VIDEOS)

These videos can be found in [Cherokee Nation Virtual Field Trip](#).

- Lifestyle Changes: Explore New Echota

AND in the [New Echota](#) virtual reality (VR) videos.

**STRATEGY:** Four Corners

This strategy has been adapted from [Harvard Project Zero](#).

Encourage students to communicate their thoughts about a chosen topic. Each of the four corners of the room corresponds to one opinion about a thought-provoking statement. Students choose the most appropriate corner based on their understanding, then discuss and justify their thinking before determining a final position.

**DISCUSSION POSITION:**

The active assimilation of some European beliefs and practices by the Cherokee people did not ultimately protect them from the prejudice and greed that led to their forced removal from Georgia. If the Cherokee had been allowed to stay in their native land and given more time to interact with expanding settler communities, which of these four adaptations would have been most effective in building long-term understanding between the commingling cultures?

- **Language:** The Cherokee were the only Native American people at the time to use both English and Cherokee in their verbal communications, written publications (e.g., *Cherokee Phoenix*), and official documents.
- **Government:** The Cherokee were the only Native American people at the time to adopt and implement a constitution and three-branch government that directly paralleled those of the United States.
- **Community Life:** The Cherokee adopted many of the styles of dress and appearance that were popular with the majority population at the time. Their farms, homesteads, and towns were similar in design, layout, and functionality. In a Cherokee home, visitors would find the same kinds of food and drink, personal belongings, tools, gardens, livestock, and forms of entertainment common to a white settler home.
- **Economics and Commerce:** The Cherokee participated in the economic life of the greater community — overseeing large farms and plantations, running taverns and stores, sending communications through the United States Postal Service, exchanging goods and services with other communities, and expanding roads and infrastructure that connected their towns and homesteads with neighboring locales.

Each student will choose one of the four positions above in response to the overarching question. Students will then group together according to their chosen position, discuss the historical facts in relation to their position, and strategize three main points to support their position during part one of the group exchange.

After each group has presented their three main points and listened carefully to the three main points presented by the other positions, they will regroup to discuss what they have learned and choose three main rebuttals — one in response to each of the other positions.

Remind students to focus on text-based questions and evidence during the discussion:

- Use text to support their answers and overall position.
- Apply additional class content that supports the textual information.

**DISCUSSION REFLECTION:** After the discussion, have each student reflect and decide whether his or her initial position changed or not. Students will then write a two-part review of the exercise. Their responses should include: 1) how the questions asked and the arguments presented contributed to their understanding of the topic, and 2) what position they ultimately chose in response to the overarching question.



## DIFFERENTIATION

### CHOICE AND VOICE

1. Write a letter to John Ross (five to seven sentences) that addresses: 1) his concerns about Indian Removal, 2) his response to *Worcester vs. Georgia*, and 3) his plans for leading his people.

#### SENTENCE STARTER:

Dear Mr. Ross,

Thank you so much for your contributions to the Cherokee people. I appreciate you because \_\_\_\_\_. During *Worcester v. Georgia*, you did a great job fighting for the \_\_\_\_\_. Thank you for all you did for the Cherokee people when you \_\_\_\_\_.

Sincerely,

\_\_\_\_\_

OR

2. Create an artwork or write a poem that reflects this time period.
  - Poem: What do you want this poem to say or represent? Do you want your poem to rhyme, or be free verse? How many stanzas (groups of lines) will it have?
  - Art: What will you draw or create? What will your artwork represent? What point will your art make? Will your image contain words? Will it display the past historically, or will you use symbolism to make your point?

## ADDITIONAL RESOURCES

- [GPB Cherokee Nation VFT User Guide](#)
- [PBS LM Interactive Lesson: Trail of Tears: The Cherokee Fight Against Removal](#)
- [PBS LM Interactive Lesson: Conflict Over Western Lands](#)
- [PBS LM Interactive Lesson: The Louisiana Purchase](#)
- [PBS LM Interactive Lesson: The Story of Pocahontas](#)
- [DOE GA Studies Teacher Notes](#)
- [DOE 4th Grade SS Teacher Notes \(Westward Expansion\)](#)
- [DOE 2nd Grade SS Teacher Notes \(Sequoyah\)](#)

NAME: \_\_\_\_\_

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