### ELL Adaptation For

**The Cherokee: Trail Where They Cried**

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<th>Author</th>
<th>Sara Jenkins</th>
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<td>Grade Level</td>
<td>4-5</td>
</tr>
<tr>
<td>Duration</td>
<td>2 class periods</td>
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**ELL Adaptation by** Nicole Aveni

### SIOP Elements

<table>
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<th>Preparation</th>
<th><strong>Adapting content</strong> Linking to background Linking to past learning Strategies used</th>
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<td><strong>Scaffolding</strong></td>
<td><strong>Modeling</strong> Guided practice Independent practice <strong>Comprehensive input</strong></td>
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<td><strong>Grouping Option</strong></td>
<td>Whole class Small groups Partners Independent</td>
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<td><strong>Integrating Processes</strong></td>
<td><strong>Application</strong> Hands on Meaningful Linked to objectives <strong>Promotes engagement</strong></td>
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### TESOL Standard(s)

**Goal 2, Standard 1**  
To use English to achieve academically in all content areas: Students will use English to interact in the classroom

**Goal 2, Standard 2**  
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

**Goal 2, Standard 3**  
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

### Arizona ELL | Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.  
**Beginning:** The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g.,

### Arizona ELL III Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will identify main ideas and key details of text.
The Cherokee

matching objects, pointing to an answer), and by drawing pictures.

Intermediate: The students will respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

**Arizona ELL I Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** The student will respond with drawings to stories dramatized or contextualized by the teacher.

**Intermediate:** The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

**Overview**

The forces travel of the Cherokee Nation of over a thousand miles was one of the saddest episodes in U.S. history. Approximately 4,000 Cherokee died as a result of their removal from their land. The route they traversed and the journey itself became known as “The Trail of Tears” or, as a direct translation from Cherokee, “The Trail Where They Cried” (Nunna dual Tsuny).

**Key Vocabulary**

Culture - The values, traditions, norms, customs, arts, history, folklore, and institutions that a group of people, who are unified by race, ethnicity, language, nationality, or religion, share

Treaty - A written agreement between two states

Journey - The act of traveling from one place to another

Petition - Request: a formal message requesting something that is submitted to an authority

Colonist - Settler: a person who settles in a new colony or moves into new country

Nation - State: a politically organized body of people under a single government

**Intermediate:** The student will identify the main ideas, key words, and important details in text that requires some level of inference.

**Arizona ELL III Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** The student will use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by topics and ideas that are broad and simplistic.

**Intermediate:** The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

Immigrant - A person who leaves one country to settle permanently in another

**Additional Materials Needed for ELL**

- Internet access—[www.asset.asu.edu](http://www.asset.asu.edu) to view TLC Elementary School: American Value in Conflict. *Conflict: Trail of Tears* (14:08 video segment)

- Television screen or LCD projection devise for computer

- Modified assessments for ELL Level I and Level III

- KWL Plus chart created on notebook paper or use website to download a graphic organizer

**Procedures**

**SESSION ONE**

   *(Preparation: Linking to Background)*
   
   a. K: Ask students what they know about the reasons why the Cherokee were forced to leave their land.
   
   b. W: Ask students what they want to learn about the reasons why the Cherokee were forced to leave their land.
The Cherokee

2. Show students the book cover and read the book title. Ask students to make and share predictions about the story.
3. Review key vocabulary. Students will divide into seven groups. Each group will be assigned a vocabulary word from the key vocabulary list. Each group will complete a graphic organizer to define their assigned word. Groups will teach one another each of the assigned words. (Preparation: Linking to Background, Strategies used; Grouping: Small groups)
4. Distribute the worksheets to each student. Model how to complete the worksheet for students. Possibly complete the first question together, as a class. (Modified for Level I: Insert a letter in front of each answer. Student will fill in the blanks with the appropriate letter (word) from the column on the right.) (Scaffolding: Comprehensible Input)
5. Read the book, The Trail of Tears, to the students. Model questioning for comprehension by thinking-aloud during the read aloud. (Preparation: Strategies used)
6. Divide class into groups to discuss answers to worksheet questions. (Grouping: Small groups; Application: Promotes Engagement)

SESSION TWO
1. Review the K and W from the K-W-L chart.
2. Complete the L from the K-W-L-Plus chart. L: Ask students what they learned about the reasons why the Cherokee were forced to leave their land.
3. Show students the Conflict: Trail of Tears Video Segment (14:08)
   Note: If you do not have access to ASSET, you can substitute another video on the Cherokee and the Trail of Tears.
4. Complete the “Plus” section from the K-W-L-Plus chart.
   Plus: Ask students what they learned from the video and the reasons why the Cherokee were forced to leave their land.
5. Students write a summary addressing why and how the Cherokee were forced to leave their homeland (modified for ELL Level I and Level III).

Assessment

ELL Level I: Modify assessment by student writing two sentences and drawing an illustration. The student will write two sentences to explain why and how the Cherokee were forced to leave their homeland. Also, the student will also draw an illustration to show what the Cherokee journey on “The Trail of Tears” was like.

ELL Level III: Modify assessment by the student writing a summary to explain why and how the Cherokee were forced to leave their homeland. Also, the student will describe the experience of the Cherokee during the journey. The student will write the summary using a graphic organizer.

Mastery criteria: ELL Level 1 students will receive points for their 2 sentences and their illustration. ELL III students will include 5 facts that they have learned about the Trail of Tears in their summaries.

Sources
Video:
www.asset.asu.edu (united streaming)
TLC Elementary School: American Value in Conflict.
Conflict: Trail of Tears (14:08 video segment)