**The Cherokee: Trail Where They Cried**
Through a recounting of the relocation of the Cherokee Nation, children understand how boundaries change and practice letter writing.

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**Grade Level**
5

**Duration**
2 class periods

### National Geography Standards

**ELEMENT TWO: PLACES AND REGIONS**

4. The physical and human characteristics of places.

**ELEMENT FOUR: HUMAN SYSTEMS**

9. The characteristics, distribution, and migration of human population on Earth's surface.

### Arizona Geography Standards

**Grade 5**

**Strand 4 Geography**

**Concept 4 Human Systems**

PO 1 Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).

PO 2 Explain the effects of human migration on places (e.g., economic, cultural, environmental, political).

**Concept 5 Environment and Society**

PO 1 Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.

### Other Arizona Standards

**Grade 5**

**Strand 1 American History**

**Concept 5: Westward Expansion**

PO 1. Describe the following events of 19th century presidencies of:

- a. Thomas Jefferson (Louisiana Purchase, explorations of Lewis and Clark),
- b. James Madison (War of 1812),
- c. James Monroe (The Monroe Doctrine),
- d. Andrew Jackson (Nationalism and Sectionalism, Trail of Tears),
- e. James Polk (Mexican-American War; discovery of gold in California).

### ELA Common Core Standards

**Reading**

**Key Ideas and Details**

5.RI.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Range of Reading and Level of Text Complexity**

5.RI.10
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

**Text Types and Purposes**

5.W.2
Write informative explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
The forced travel of the Cherokee Nation of over a thousand miles was one of the saddest episodes in U.S. history. Approximately 4000 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 dauł Tsuny).

### Purpose

Students will listen to a reading of *The Trail of Tears*, which relates the results of European and Colonial American contact with the Cherokee Indians. The issue of why boundaries are changed will be explored.

### Materials

- The book *The Trail of Tears* by Joseph Bruchac, or a similar grade appropriate book
- Worksheet
- Wall map of the United States
# The Cherokee: Trail Where They Cried

## Objectives

The student will be able to:

- understand the results of contact between the American and Cherokee cultures and how borders can be changed.
- write a friendly letter.

## Procedures

### SESSION ONE

1. Discuss the possible results of contact between different cultures. What could happen if visitors from outer space made contact with Earth?
   
   Possible answers:
   - **Cultural Pluralism** - The societies or groups with different cultures live side by side in peace.
   - **Acculturation** - The cultures change and may even join to form a larger culture. Often the less powerful culture changes to become more like the more powerful culture.
   - **Expulsion** - The less powerful society is driven out by the more powerful one.
   - **Slavery** - The less powerful society is conquered and its people turned into slaves.
   - **Segregation** - The people of the two cultures are not allowed to mix, although one people may work for the other.
   - **Genocide** - The people of the less powerful society are killed and their culture is wiped out.

   *From: The Making of Our America prepared by the Social Science Staff of the Educational Research Council of America, 0-205-06793-X*

2. Distribute the worksheets to each student.

3. Using a wall map of the United States, show where the people of the Cherokee Nation once lived (North Carolina) and where they now live (Oklahoma).

4. Read the book, *The Trail of Tears,* to the students. As they hear answers to the worksheet questions, they should write them on the blank lines.

5. Discuss answers.

### SESSION TWO

6. Students write a summary addressing why and how the Cherokee were forced to leave their homeland.

**Writing Prompt:** You are the grandparent of a Cherokee child in the fourth grade. Your grandchild has asked you to summarize how your ancestors came to live in Oklahoma from North Carolina. In several paragraphs you are to describe why they were sent away from their land and what the journey was like.

## Assessment

**Writing:** The summary will be assessed using the 6-Trait Rubric on organization, voice, and conventions. A score of 4 or high will be considered mastery.

**Reading and Geography:** The summary will be assessed for correctness of details about the journey. Points can be assigned for correct details. The worksheet can be graded for correct vocabulary words in the blanks.

## Extensions

Students could research the history of the Cherokee after they came to Oklahoma.

Students could compare the Trail of Tears of the Cherokee to the Long March of the Navajo people.

## Sources

http://ngeorgia.com/history/trailoftearsmap.html

http://www.cherokee.org/Extras/Maps/14county_tjsa.gif

http://rosecity.net/tears/trail/home.html
