

# Northwest History Consortium

## Trail of Tears

**Don Faris**  
**8<sup>th</sup> Grade**

**Era 4: Expansion and Reform (1801-1861) / Standard 1**

*Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.*

### BACKGROUND

As Europeans came to North America they developed methods to deal with the Native Americans as the European's desire and ability to take Native land grew. When the United States became a nation, and as western expansion became part of American history, official and unofficial government policies were developed to deal with the same problems. Two of the policies followed during this period from 1607 to 1840 were the policies of assimilation and/or removal of the Native populations. These policies were based on economic expediency and moral desires to, "do what was best," for the Native population.

In the 1830s the policies of assimilation and removal came into conflict and economic expediency won out. Removal became the official policy, even when the Supreme Court ruled the Cherokee had a legal right to retain much of their land resulting in the Trail of Tears.

### OBJECTIVES

1. To understand European and U.S. policies of assimilation and removal of Native Americans as methods to deal with the impediment of Native Americans occupation of lands the white population wanted to occupy and develop in the area that is the United States
2. To know the level of assimilation the Cherokee Nation had achieved by 1838 to comply with the wishes of the United States government as a means to retain control of their historical homeland
3. To understand the conflicts between the Executive, Judicial, and Legislative branches of the United States government during the 1830s in relation to Native American policy and Constitutional interpretations in conjunctions with popular opinion at the time
4. To know the steps the Cherokee took to remain on their ancestral lands
5. To know the history of the Indian Removal Act, its impact on the Cherokee nation, and to know the underlying factors that led to their removal

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#### SCENARIO

You are a group of reporters for the Cherokee Gazette who have been assigned the project of writing an investigative report on The Trail of Tears as a collaborate effort. Your job is to investigate the willingness of and the extent that the Cherokee nation complied with the U.S. government's policy of the early 1800s of Native assimilation to white culture. You must also investigate the fight the Cherokee nation made to hold on to their traditional lands in the courts, with the legislature, and with the President during this time. Lastly, you are to chronicle the Indian Removal Act and its impact on the Cherokee nation during the Trail of Tears and its settlement in Indian Territory.

#### TASK(S)

The editor requires that this is to be a 1500 word article that is written collaboratively for a feature story in the Sunday edition two weeks from today. The article should include primary sources and quotes from people who lived through the period that you are reporting on. A complete citation of sources should be included with the article to be published so that the editor can confirm the authenticity of the article. The article should also include graphics (paintings, wood carvings, etc.) from this period in history.

#### RESOURCES

“Cherokee in North Georgia.” ©1994 - 2006 by Golden Ink. [NorthGeorgia.Com](http://NorthGeorgia.Com). 1994 - 2010. Woodstock, GA. 18 February 2010 <“The Trail of Tears.” © 1996, 1997 by Golden Ink. [NorthGeorgia.Com](http://NorthGeorgia.Com). 1994 - 2010. Woodstock, GA. 17 February 2010 <<http://ngeorgia.com/history/cherokeeindex.html>>.

“Indian Removal Act of 1830.” [Studyworld.Com](http://Studyworld.Com). 1996 – 2010. Great Neck, NY: Oakwood Publishing Company, 18 February 2010 <[http://studyworld.com/indian\\_removal\\_act\\_of\\_1830.htm](http://studyworld.com/indian_removal_act_of_1830.htm)>.

Marshall, C. J. “Worcester v. Georgia.” 1932. [Civics Online](http://Civics Online). 2000 – 2010. East Lansing, MI: Michigan State University (MATRIX and MSU <edtech.connect> College of Education). 17 February 2010 <<http://www.civics-online.org/library/formatted/texts/worcester.html>>.

Martin, Ken. “History of the Cherokee.” 2001. [Cherokeehistory.Com](http://Cherokeehistory.Com). 1996 – 2010. 18 February 2010 <<http://cherokeehistory.com/>>.

“The Trail of Tears.” © 1996, 1997 by Golden Ink. [NorthGeorgia.Com](http://NorthGeorgia.Com). 1994 - 2010. Woodstock, GA. 17 February 2010 <<http://ngeorgia.com/history/nghisttt.html>>.

“Trail of Tears.” [WGBH \(PBS Online\)](http://WGBH (PBS Online)). 2010. Boston, MA. 18 February 2010 <<http://www.pbs.org/wgbh/aia/part4/4h1567.html>>.

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### ASSESSMENT

### NEWSPAPER ARTICLE GRADING RUBRIC

ELEMENTS	4	3	2	1
<b>DEPTH OF RESEARCH</b>	Article includes all aspects of task. Multiple sources are cited for each task. A broad range of sources used to research each task.	Article includes all aspects of task. Only a single source is cited for each task.	Not all aspects of task included in article. Single source used research task.	Not all aspect of task included in article. Sources not cited.
<b>USE OF GRAPHICS</b>	The article includes 3 graphics that are representative of the period.	The article includes 2 graphics that are representative of the period.	The article includes 1 graphic that is representative of the period.	Graphics used are not representative of period
<b>QUALITY OF ARTICLE</b>	Article is written in a logical sequence with a good introduction. Proper grammar, spelling, and punctuation are used. Content is well-presented and easy to read.	Article is missing one of the key elements of sequence, clear introduction, proper grammar spelling and punctuation, or content is not well presented and easy to read.	Article is missing two of the key elements of sequence, clear introduction, proper grammar spelling and punctuation, or content is not well presented and easy to read.	Article is missing three of the key elements of sequence, clear introduction, proper grammar spelling and punctuation, or content is not well presented and easy to read.
<b>USE OF PRIMARY SOURCES AND QUOTES.</b>	Article used at least 5 direct statements from a primary source or quotes from people who lived through the period.	Article used at least 3 direct statements from a primary source or quotes from people who lived through the period.	Article used at least 1 direct statement from a primary source or quotes from person who lived through the period.	Article used no direct statements from a primary source or quotes from people who lived through the period.

### REFERENCES/CITATIONS

Faris, Don. "Newspaper Article Rubric." 2008. NWESD Organization. 2008. Anacortes, WA. 12 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1\\_TrailofTears.Faris.8.doc](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_TrailofTears.Faris.8.doc)>.

Faris, Don. "Trail of Tears." 2008. NWESD Organization. 2008. Anacortes, WA. 12 July 2009 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1\\_TrailofTears.Faris.8.doc](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/4.1_TrailofTears.Faris.8.doc)>.

"History Standards for Grades 5-12 United States." UCLA National Center for History in The Schools. 2009. University of California, Los Angeles, CA: 31 May 2009 <<http://nchs.ucla.edu/standards/era1-5-12.html>>.