



NSDAR Educational Resources Committee
“The Trail of Tears”
Lesson Plan

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State: Tennessee

Topic: The Trail of Tears

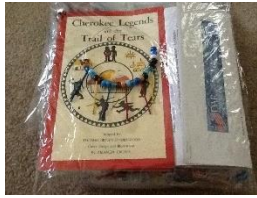
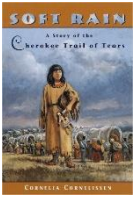
Grade Level: 2nd and/or 3rd Grade

Time Allocation: 1 hour

1. Addresses State Common Core Standards

- 2. Identify the standards to be addressed:** Comprehension of American History: The Trail of Tears. Recognizing diverse societies. Map skills denoting distances. Demonstration of cultural practice of Native Americans by preparing tribal Cherokee necklaces.
- 3. Statement of the objective and lesson outcomes:** Students will read, design, make, and explain knowledge of the Cherokee Nation and their involvement in the Trail of Tears.
- 4. Materials, resources, and technology to be used by teacher/students:** 1. Book-- Soft Rain (Highlight sections to read to page 76). The story is easy to follow without reading all words. 2. Map-demonstrate distance of journey 3. Individual bags with 6 colored bobby pins, 12 colored beads, leather length for necklace. Extra materials for fast workers. Costs: \$20.00
- 5. Introduction of the topic:** Narrative: “Hello. My name is Mrs. Hagmann and I am here as a member of the Daughters of the America Revolution to discuss with you history... the History of the Cherokee Indian Nation. We will look at a period in time referred to as the Trail of Tears.”
- 6. Procedure for instruction:** Complete narrative provided on page 2.
- 7. Lesson closure:** Challenge to read the remainder of the book as a class. Discover the Cherokee sheltered in The Barn. Discover the new leader; Discover if Soft Rain finds her father and brother. Discover how the Cherokee crossed the Mississippi, Discover White Children and their kindness to Soft Rain and her brother. Discover what the West brought to the Cherokee Indians.
- 8. Assessment of student understanding:** Admiration of Native American jewelry design and the preservation of meaningful traditions of the Cherokee Nation. Young grades require comprehension checks during reading and discussion prior to closing.

Lesson Plan for 2nd or 3rd Grades – Trail of Tears



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Narrative: Hello. My Name is Mrs. Hagmann and I am here as a member of the Daughters of the American Revolution to discuss with you history...the History of the Cherokee Indian Nation. We will look at a period in time referred to as the Trail of Tears.

Could you help me by counting out loud to 175? Start..... 1, 2, 3 to 175. Now think of 175 years ago. 175 is the number of years since the Trail of Tears. We remember such an event because:

This was an incredibly sad time in American history. Most Cherokee had to walk the whole way from Chattanooga (where I live) to Oklahoma. They walked through rain and cold and incredible heat. More than 4,000 Cherokees died on the journey. That is why this forced eviction was called “The Trail of Tears.” And, 2013 marks the 175th year anniversary and remembrance. **Would like to see the use of a map so children can better visualize the distance. Make certain children understand vocabulary that will be used in the lesson: forced eviction, US Supreme Court, tribes and nations, spiritual home, etc.**

This is the story of the removal of the Cherokee Nation from its ancestral homeland in parts of North Carolina, Tennessee, Georgia, and Alabama to land set aside for American Indians in what is now the state of Oklahoma. Some 100,000 American Indians forcibly removed from what is now the eastern United States to what was called Indian Territory included members of the Cherokee, Choctaw, Chickasaw, Creek, and Seminole tribes. **Again, show on map.**

Yes: The wagons were lined up. The mood was sad. One who was there reported that “there was a silence and stillness of the voice that betrayed the sadness of the heart.” Behind them the makeshift camp where some had spent three months of a Tennessee summer was already ablaze. There was no going back.

A white-haired old man, Chief Going Snake, led the way on his pony, followed by a group of young men on horseback. Just as the wagons moved off along the narrow roadway, they heard a sound. Although the day was bright, there was a black thundercloud in the west. The thunder died away and the wagons continued their long journey westward toward the setting sun. Many who heard the thunder thought it was an omen of more trouble to come.

It was 1830 and the US government passed a law which was called the Indian Removal Act. This allowed the US government the right to force Indian tribes to vacate their land and move to reservation lands, geographical areas the government had put aside for their use. Most Indian tribes did not want to leave their land. It was their spiritual and physical home. But the government sent in the army to force tribes to move.

The Cherokee, like other tribes and nations, were told to leave. The US government gave them land in Oklahoma. The Cherokee refused to leave. They had no desire to live in Oklahoma. They wanted to live in the land of their ancestors, where they had always lived. The Cherokee took their case to the US Supreme Court. And they won! The

Supreme Court said the Cherokee were right—the US government could not force them to move. The Cherokee people were so happy. They thought they had won the battle to live on their own land. But they were mistaken.

President Andrew Jackson ignored the Supreme Court ruling. He directed the US Army to capture all the Cherokee they could find and force them to move. The US Army followed the president's direction. The Supreme Court did nothing.

Questions: What would you take with you if you were told to walk over 1,000 miles? **Additional questions so children realize that this march is more like hiking/marching through wilderness... they have to carry everything they might need with them. The journey is too long and too hard to take their prized possessions.**

Show the book Soft Rain to the class: Soft Rain is the story of a 9 year old Cherokee girl who tells a story of her family's removal to the West. Listen: Read highlighted/several teacher-identified sections of the book only. Stop at page 76. **Ask questions that would indicate that the children understood the hardships faced by the men, women, and children.**

My challenge to you is to read the remainder of the book as a class. Your teacher will be given the book and you can explore. Discover the Cherokee sheltered in The Barn. Discover the new leader; Discover if Soft Rain finds her father and brother. Discover how the Cherokee crossed the Mississippi, Discover White Children and their kindness to Soft Rain and her brother. Discover what the West brought to the Cherokee Indians.

So today, after 175 years, we remember the Cherokee Nation and the Trail of Tears. Their culture included making beautiful jewelry, and we would like to remember the hardships faced and endured many years ago. Our reminder will be a colorful necklace to recall our studies today. **Ask children why a necklace might help us remember the Trail of Tears.**

Demonstrate assembly of necklace. Step 1: Sort contents of your bag. Step 2: Arrange colored bobby pins and colored beads as threading on leather band to form a necklace. Step 3: Raise your hand to indicate you have completed your necklace so that the end may be close. Step 4: Read a book about the Cherokee Indians. **Provide listing of other literature resources that would be appropriate to share.**