



GeoCivics Lesson: *Tears That Water the Trails*

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Teacher(s): Z. Lewis & L. Lane	Unit title: Tears That Water A Trail Lesson title: Tears That Water the Trails	Grade Level: 6-8 Grade
Notes: This lesson is 1 of 3 and will build a foundation to support students' creation of a Civics Action Plan in Lesson 3.		
Pre-existing Knowledge: Students should already understand the importance of their home. Students will need <i>basic prior knowledge of the Holocaust</i> to use in comparing and contrasting it with the Trail of Tears.		
Overview of Content: The Trail of Tears was a forced removal of Indigenous People from their homeland in the Southeastern part of the United States in the 1830s. Nearly 100,000 Indigenous People from the Cherokee, Choctaw, Chickasaw, Creek and Seminole tribes and more were forced to leave their homes and travel thousands of miles to the west across portions of 9 states. The basis for the removal was greed. In 1829 there was a gold rush on the Cherokee land in Georgia and land speculators in the Southeast demanded that the U.S Congress give control of the lands owned by the tribes to the states. In response, Congress passed the Indian Removal Act of 1830 leading to the Trail of Tears which resulted in the loss of native lands as well as the death of nearly 15, 000 Indigenous People as a result of exhaustion, exposure, malnutrition and disease while traveling.		
Purpose: <i>What will students learn?</i> Students will learn about what led to the Trail of Tears and how this impacted Indigenous People in the Southeastern U.S. They will compare and contrast the Trail of Tears and its results with those of the Holocaust.		

National & State Social Studies Standard(s):**National SS Standards(s):**

Theme 2. TIME, CONTINUITY, AND CHANGE: Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

Oklahoma State SS Standards:

- 6.3 The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere: 6.3.7 Identify and explain topics related to indigenous.
- 8.8 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward expansion: 8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.

National & State Geography Standard(s):**National Geography Standards:**

The World in Spatial Terms: 1. How to use maps and other geographic representations, geospatial technologies and spatial thinking to understand and communicate information.

The Uses of Geography: 17. How to apply geography to interpret the past.

- 2.A. Changes in Geographic Contexts: Places, regions, and environments change over time. SWBAT Analyze how places, regions, and environments change over time

Oklahoma State Geography Standards:

- 7.1 The student will analyze data from a geographic perspective using the skills and tools of geography
- 7.1.5 Integrate visual information, draw conclusions, and make predictions from geographic data; analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.

ELA Standards:

- CCSS.ELA-LITERACY.RH.6-8.2 Key Ideas and Details: · Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions·
- CCSS.ELA-LITERACY.RH.6-8.7 · Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.10: Range of Reading and Level of Text Complexity: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

ISTE Teacher and/or Student Standard:

- **Teacher:** 2.6 Facilitator: Teachers facilitate learning with technology to support student achievement of the 2016 ISTE standards for Students

Language Functions:

- Inquiry/Seeking Information: Students use language to observe and explore the environment, acquire information, inquire.
- Analyzing: Students use language to separate whole into parts, identify relationships and patterns.
- Summarizing and Informing: Students use language to identify, report or describe information.
- Comparing and Contrasting: Students use language to describe similarities and differences in objects or ideas.

Culturally Responsive Lesson Strategies: (What strategies will you include in your instructions to make lesson/assignments more culturally responsive?)

- VOICE: Lesson allows places for students to work together cooperatively.
- ACCESS: Lesson communicated ideas in several different ways.
- HIGHER ORDER THINKING: Lesson/assignment provides avenues for students to engage in higher cognitive processing applying learning to big-picture analysis and creative applications for learning.

Objective(s):

1. SWBAT analyze historical artifacts to create meaning by interpreting primary sources.
2. SWBAT create a storyboard from the historical artifacts.

SIOP:

Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative - During the EXPLAIN section of the lesson, students will use a sticky note to write down what they have learned about the Trail of Tears and what led to it, and then post their notes on the class K/W/L CHART and share out their learning with the class.

Summative - During the EVALUATE section of the lesson students will write a letter to inform someone they know about what happened in the Trail of Tears and include information about the 5 W's in their letters - Who, What, When, Where, Why about the Trail of Tears. *Rubric in Lesson Materials Document.*

Two Inquiry Questions:

- 1.) (EXPLORE) What events led to the Trail of Tears?
- 2.) (ELABORATE) How did the Trail of Tears impact indigenous people?

Key vocabulary:

migration- movement of people to a new area or country

Indian Removal Act – a law passed by Congress authorizing the President to grant land west of the Mississippi River to Indian tribes that agreed to give up their homelands.

null and void - having no legal effect and to be considered therefore as if it did not exist

indigenous sovereignty - identity and right to self-determination.

Trail of Tears – the forced westward migration of Native American tribes from their homelands in the South and Southeast

President Andrew Jackson - 7th President of the United States who signed the Indian Removal Act in 1830 leading to the Trail of Tears

Materials:

- Image of Trail of Tears for projection (in the Lesson Materials Document with links to additional images of Trail of Tears found in separate lesson attachment))
- Tool/s for projecting images to the class
- KWL Chart Template - Teacher Resource to use in creating a class KWL Chart (in Lesson Materials Document)
- Sticky notes for student response to KWL questions
- Student copies of Trail of Tears Map - one per student - (in Lesson Materials Document)
- Student copies of the Article– “*You Cannot Remain Where You Are Now*”: *Cherokee Resistance and Relocation in the 1830s* - one per student (in Lesson Materials Document)
- Student copies of the Storyboard Timeline Template - one per students - (in Lesson Materials Document)
- Storyboard Timeline Template Answer Key (in Lesson Materials Document)
- Video: *Trail of Tears* - [Trail of Tears](#)
- Student copies of Venn Diagram worksheet - one per student (in Lesson Materials Document)
- Venn Diagram Answer Key (in Lesson Materials Document)
- 5 W's Letter to Inform Others handout (Summative Assessment) one per student (in Lesson Materials Document)
- 5 W's Letter to Inform Others Rubric - one per student (in Lesson Materials Document)

Sources:

- Trail of Tears image: https://images.search.yahoo.com/images/view;_ylt=AwrO8iQ18cVkbglHhyGJzbkF;_ylu=c2VjA3NyBHNsawNpbWcEb2lkAzJmYTEwZmlxZDBiNiQzN2MzYWJjODMzNGZhZDEyZiFmBGdwb3MDMQRpdANiaW5n?back=https%3A%2F%2Fimages.search.yahoo.com%2Fsearch%2Fimages%3Fp%3Dcopyright%2Bfree%2Bimages%2Bof%2BTrail%2Bof%2BTears%26ei%3DUTF-8%26type%3DE211US714G0%26fr%3Dmcafee%26fr2%3Dp%253As%252Cv%253Ai%252Cm%253Asb-top%26tab%3Dorganic%26ri%3D1&w=900&h=427&imgurl=tonsoffacts.com%2Fwp-content%2Fuploads%2F2020%2F11%2FTrail-of-Tears-900px.jpg&rurl=http%3A%2F%2Ftonsoffacts.com%2F30-sad-and-bizarre-facts-about-the-trail-of-tears%2F&size=109.2KB&p=copyright+free+images+of+Trail+of+Tears&oid=2fa10fb1d0b6437c3abc8334fad12f1f&fr2=p%3As%2Cv%3Ai%2Cm%3Asb-top&fr=mcafee&tt=30+Sad+And+Bizarre+Facts+About+The+Trail+Of+Tears++Tons+Of+Facts&b=0&ni=120&no=1&ts=&tab=organic&sigr=CVYYMO3OdFjb&sigb=glZxTFx77m0D&sigi=jNheH_JAfgNv&sigt=mytOiS8VUpYZ&.crumb=ziixzC5nJXh&fr=mcafee&fr2=p%3As%2Cv%3Ai%2Cm%3Asb-top&type=E211US714G0
- KWL Chart Template & Information: Teacher Resource https://miro.com/templates/kwl-chart/?utm_source=bing&utm_medium=cpc&utm_campaign=&utm_adgroup=&utm_custom=626838030&utm_content=&utm_term=miro&matchtype=b&device=cmsclid=84d8a58a36cd134e22fbc1420e9093b7&gclid=84d8a58a36cd134e22fbc1420e9093b7&gclidsrc=3p.ds&loc=43489
- Article: “You cannot remain where you are now”: Cherokee Resistance and Relocation in the 1830s : <https://www.nps.gov/articles/000/cherokee-resistance-and-relocation.htm>
- Trail of Tears Map: <https://images.search.yahoo.com/search/images?p=Trail+of+Tears+National+Historic+Trail&fr=mcafee&type=E211US714G0&imgurl=https%3A%2F%2Fwww.awesomestories.com%2Fimages%2Fuser%2F52cace42e6.jpg#id=1&iurl=https%3A%2F%2Fwww.awesomestories.com%2Fimages%2Fuser%2F52cace42e6.jpg&action=click>
- Trail of Tears Video: <https://www.nps.gov/media/video/view.htm%3Fid%3D62209DA5-155D-451F-67E1EDAF70AD52F>

Engage

Teacher Will: (Hook).

NOTE: *Strategically pair students to provide support as needed for students who may need language and/or learning support.*

1. Ask students if they have ever moved from their home before and if so, why?
Have students Think-Pair/Share their response with partners and talk about how they would feel if they were forced to move away from their home.

Student Will:

1. Reflect on their own experiences of moving from their home and share with their partner their experience/s with moving and their feelings about how they would feel if they were forced to move away from their home. Then share out their responses with the whole class.

(Preparation: Linking to background)

<p>2. Teacher will then project the image of the <u>Trail of Tears</u> (in Lesson Materials Document or via link in Sources) for the class to view and tell students to study the image and then discuss with their partner their interpretation, thoughts, and feelings about what they see and then share out their thinking with the whole class.</p> <p>3. Teacher will then tell the students that the image is showing an event from history called the Trail of Tears, and then tell the class that they will now create a <u>K/W/L chart</u> about the Trail of Tears. The teacher will give the students sticky notes and have them write down their answers to the first 2 questions: (K) “What do you ‘Know or Think you Know’ about the Trail of Tears?” W) “What do you ‘Want to Know’ or Wonder about the Trail of Tears and/or the Indigenous People living during this time in history?”</p> <p>4. The teacher will then have the students post their sticky notes under the corresponding questions on the class chart and also share out their answers to the whole class. The teacher will follow up with a class discussion summarizing what they know and want to know or wonder about the Trail of Tears and the Indigenous People of this time in history.</p>	<p>(Grouping: Partners/Whole Class) (Integrating Processes: Listening/Speaking)</p> <p>2. Students will connect emotionally and intellectually to the events in history by creating their own interpretation of the information using the visualization strategy. (Application: Promotes engagement) (Grouping: Partners/Whole Class) (Integrating Processes: Listening/Speaking)</p> <p>3. Write down their answers to each question- what they know and what they want to know or wonder about – on sticky notes and place their answers under the corresponding question on the class K/W/L chart and then share out their answers with the whole class. They will then engage in a discussion with their fellow students and teacher regarding what they know or think they know and what they would like to know about the Trail of Tears and the Indigenous People living during this event in history. (Preparation: Linking to past learning) (Integrating Processes: Writing/Listening/Speaking) (Grouping: Individual/ Whole Class) (Application: Promotes Engagement) (Assessment: Individual/Written/Oral)</p>
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Explore

<p>Teacher Will: IQ #1: <i>What events led to the Trail of Tears?</i></p> <p>1. Teacher will share the Inquiry question with the class: <i>What events led to the Trail of Tears?</i> and then pass out copies of the article: <u>“You Cannot Remain Where You Are Now”: Cherokee Resistance and Relocation in the 1830s</u>, and the <u>Trail of Tears map</u>: The teacher will explain that they will be reading the article in order to answer the</p>	<p>Student Will:</p> <p>1. Listen and reflect as the teacher presents Inquiry Question #1 and passes out copies of the article they will be reading and the map they will be using to learn about the Trail of Tears. Observe and think about the lesson vocabulary words that the teacher introduces to the class, thinking about the meanings of them.</p>
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<p>inquiry question as well as to find answers to any of the questions on the K/W/L chart.</p> <ol style="list-style-type: none"> The teacher will also introduce the lesson vocabulary words by writing them on the board and telling the students that these words will be found in the article they are going to read. (<u>migration</u>, <u>Indian Removal Act</u>, <u>null and void</u>, <u>indigenous sovereignty</u>, <u>Trail of Tears</u>, <u>President Andrew Jackson</u>) The teacher will then give a simple introduction to the article and the map and direct students to annotate while reading the text by jotting down notes about what events led to the Trail of Tears. They should also annotate any other information that will help to answer the class's K/W/L chart questions, and also write down the vocabulary words when they come across them in the article and write down what they believe the meanings of the words are based on how they are used in the text. The teacher will pass out copies of the <u>Storyboard Timeline Template</u> and explain how students are to create a timeline and storyboard using the information they have gathered from the reading of the article and viewing the map to show what events led to the Trail of Tears. 	<ol style="list-style-type: none"> Students will work individually or if needed, with a strategically paired partner/s who can provide reading/language/writing support in order to read the <u>article "You Cannot Remain Where You Are Now"</u> and annotate by jotting down notes about what led to the Trail of Tears as well as any other information that will help answer the class K/W/L chart questions. They will also write down each vocabulary word as they read them in the article and write down what they believe the definitions of each one is based on how they are used in the text. (Grouping options: Individual/Partners) (Integrating Processes: Reading/Writing) (Application: Linked to Objective) Students will use their annotations to create a timeline of events by storyboarding on their handouts of the <u>Storyboard Timeline Template</u> to show what events led to the Trail of Tears. (Grouping options: Individual or Partners) (Application: Linked to Objectives)
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Explain - Formative Assessment

<p>Teacher Will: NOTE: <i>Strategically pair students to provide support as needed for students who need language and/or learning support.</i></p> <ol style="list-style-type: none"> Teachers will allow time for students to engage in a Think/Pair/Share learning task to share out what they have learned about the Trail of Tears and what led to it after they have read and annotated the article, viewed the map, and completed their Storyboard Timeline. After the Think/Pair/Share, the teacher will engage the class in a discussion of their share 	<p>Student Will:</p> <ol style="list-style-type: none"> Engage with their partners in a Think/Pair/Share to communicate their understanding and learning about the Trail of Tears and what led to it based on their reading of the article, viewing of the map, and their Storyboard Timeline. (Grouping options: Partners) (Integrating Processes: Listening/Speaking)
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<p>out to summarize what they have learned about the Trail of Tears and what led to it. They will also go over the meanings of each vocabulary word, writing down the correct definition of each one.</p> <p>3. The teacher will then pass out sticky notes and have students write down their answers to the KWL- (L) question “What I learned” and have students post their sticky notes on the class K/W/L chart in the What I learned column and have them share out their answers to the whole class as they post their sticky notes. (Formative Assessment)</p>	<p>2. Share out their learning with the whole class and engage in a whole class discussion to summarize their learning about the Trail of Tears as well as the vocabulary word meanings.</p> <p>3. Then students will also write down their answer to the question “What I learned” on sticky notes and post them on the class K/W/L chart. (Grouping: Whole class) (Assessment: Individual/Oral)</p>
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Elaborate

<p>Teacher Will: IQ #2: <i>How did the Trail of Tears impact Indigenous People?</i></p> <p>NOTE: <i>Strategically pair students to provide support as needed for students who may need language and/or learning support.</i></p> <p>1. The teacher will give the class an overview of what the students have shared about their learning about the Trail of Tears and what led to this historical event. Then the teacher will share the 2nd Inquiry question with the class: <i>How did the Trail of Tears impact Indigenous People?</i> and ask the students to Think/Pair/Share with their partners their response to this question based on what they have read and learned so far.</p> <p>2. After completing the Think/Pair/Share, the teacher will engage the class in a discussion of their share out to summarize what they have learned so far about how the Trail of Tears impacted Indigenous People. The teacher will then show the class the video, Trail of Tears: Trail of Tears and pass out sticky notes to the students and have them write down another response to the L. question: “What I learned?” focusing this time on the impact of the Trail of</p>	<p>Student Will:</p> <p>1. Think/Pair/Share with partners to discuss what they have read/learned so far about how the Trail of Tears impacted Indigenous People living during that time. (Grouping: Partners) (Preparation: Linking to past learning) (Integrating Processes: listening/speaking)</p> <p>2. Share out their learning with the whole class and engage in a whole class discussion to summarize their learning. The students will then watch the video, Trail of Tears focusing on how the Trail of Tears impacted Indigenous people. After watching the video, the students will write down on sticky notes another answer to the question “What I learned” this time focusing on the impact of the Trail of Tears on Indigenous People and will post their responses on the class K/W/L chart and share them out with the class.</p>
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<p>Tears on Indigenous People and then have students post their notes on the class K/W/L chart and share out their responses with the class.</p> <p>3. The teacher will then ask the students to think about their past learning of the Holocaust and to Think/Pair/Share with their partners about how they think the Trail of Tears compares and contrasts to the Holocaust? Then the teacher will pass out copies of the <u>Venn Diagram handout</u> and tell students to work with their partners to create a Venn Diagram to show how the Trail of Tears compares and contrasts with the Holocaust.</p> <p>4. When done, the teacher will engage the class in a Gallery Walk to share their Venn Diagrams and talk about how the Trail of Tears and the Holocaust compares and contrasts.</p>	<p>(Grouping: Whole Class) (Integrating Processes: listening/speaking) (Application: Promotes engagement)</p> <p>3. Think/Pair/Share with partners what they have learned and know about the Holocaust and then work together to compare and contrast the Holocaust with what they have learned about the Trail of Tears. The students will then work with their partners to create a Venn Diagram comparing and contrasting the two historical events.</p> <p>(Preparation: Linking to past learning) (Grouping: Whole Class/partners) (Integrating Processes: writing/listening/speaking) (Application: Comprehensible Input)</p> <p>4. Engage in a class Gallery Walk to share out their Venn Diagrams and discuss how the Trail of Tears and the Holocaust compares and contrasts.</p> <p>(Grouping: Whole class) (Application: Promotes Engagement) (Integrating Processes: Reading/Listening/Speaking)</p>
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Evaluate- Summative Assessment:

<p>Teacher Will: NOTE: <i>Students who need language and/or learning support can use their completed lesson handouts and may use computers as a resource to support them in writing their letters.</i></p> <p>1. The teacher will pass out the <u>5 W's Letter to Inform Others handout</u> (Summative Assessment) and the <u>5 W's Letter to Inform Others Rubric</u> and tell the students they are now going to write a letter to someone they know to inform them about the Trail of Tears, by describing the 5 W's of The Trail of Tears - Who was involved, What it was, When it occurred, Where it happened, and Why it happened.</p>	<p>Student Will:</p> <p>1. Write a letter to someone they know that describes Who, What, When, Where, and Why about the Trail of Tears.</p> <p>(Grouping: Independent) (Assessment: Individual/Written)</p>
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Extensions: After completing their Letter to Inform others, the students can give their letters to the person they wrote it to and engage in a conversation about the Trail of Tears, and then report back to the class about how the person responded to what they read in the letter.

Students can also do further research about the different Indigenous groups that were impacted by the Trail of Tears including the Cherokee, Choctaw, Muscogee-Creek, Seminole, and Chickasaw Nations, and learn about their histories after the Trail of Tears ended.