The Life, Culture, and Removal of The Cherokee

An Educational Outreach Program of the Tennessee State Museum
GOAL
To provide a forum for the study of the history and culture of the Cherokee people and to investigate the Trail of Tears, its initial impact and beyond, concluding with information regarding the present day Cherokee Nation.

CONTENT
This trunk examines multiple aspects of Cherokee life. An investigation of a group of people over time is a large undertaking, and these lessons focus this inquiry into three primary sections, Cherokee culture, the Trail of Tears, the present day Cherokee. The cultural aspects of the lessons seek to emphasize for students the makeup of Cherokee society, how decisions were / are made, familial structures, and how life was lived in general. The Trail of Tears was a pivotal moment in Cherokee history and has left a tangible impact on their way of life. This is a focal point of the trunk and is meant to make not only a factual, but also an emotional connection with the students. In conclusion, the goal of this trunk is to leave students with the knowledge that although the Cherokee faced many trials and transitions over the course of history, they remain a proud people with a vibrant and enduring culture.

OBJECTIVES
• Introduce students to multiple aspects of Cherokee culture and history
• Examine the Trail of Tears and its immediate and lasting results
• Analyze a work of historical fiction to gain further understanding of the Trail of Tears
• Examine the present day Cherokee Nation

INTRODUCTION
When integrating cultural studies into classroom learning, it is important not to overlook indigenous American cultures, in this case the Cherokee. The Cherokee people were one of the primary tribes that inhabited Tennessee, making the study of their culture and history integral to understanding the state as a whole. The focus of these lessons is to explore Cherokee history and culture, yet it would be an incomplete undertaking without a central thread that is the Trail of Tears.

The Trail of Tears, a tragedy in American history, decidedly marked the legacy of the Cherokee in America through more than shifting geography. Students will learn about this event and also focus on the present day Cherokee, their lives, land, and goals for their nation. This trunk will provide students with interactive and engaging activities to understand the Cherokee perspective. Student will “become” Cherokee, transforming the classroom through their imagination to gain new awareness of a deeply rich and complex culture and history.
FOUR HISTORY LESSONS

PAGE 3
Cherokee Culture:
The Seven Clans of the Cherokee People
In this lesson, students will explore Cherokee culture, specifically the organizational makeup of the tribe, how decisions are made, and the significance of many tribal symbols through dramatic activities by taking on the role of a Cherokee tribe.

PAGE 6
Cherokee Assimilation
Students will be introduced to the threat of removal, the concept of assimilation, and will use dramatic activities to put themselves in the role and mindset of the Cherokee people to debate decisions on both issues.

PAGE 8
The Trail of Tears
The Trail of Tears was an event that changed and defined Cherokee history, and in this lesson, students will analyze a work of historical fiction to gain a first person understanding of this tragedy in American history.

PAGE 10
Conclusion: The Cherokee Nation Today
This lesson will conclude with the concepts introduced in this trunk and focus on informing students of the present day situation of the Cherokee nation, their land, culture, and political makeup.

TREASURE TRUNK INVENTORY

Lesson 1
Trail of Tears by Robert Lindneux
Seven Clans of the Cherokee Society by Marcelina Reed
Turtle Rattle
Craft Supplies
Trail of Tears Map Mounted Image

Lesson 2
Cherokee Syllabury
Cherokee Phoenix
Images of Cherokee Leaders
Cherokee Log Cabin Mounted Image
Cherokee Constitution
Mining Pan
Pyrite

Lesson 3
Journal of Jesse Smoke
Removal Notice Mounted Image
Trail of Tears Map Mounted Image

Lesson 4
The Long March by Marie Louise Fitzpatrick
The Trail of Tears DVD
The Story of the Milky Way by Joseph Bruchac and Gayle Ross
INTRODUCTION
The Cherokee are a people defined by their rich culture, fortitude, and spirit. This lesson introduces the students to this group of indigenous Americans in an engaging and interactive manner, dividing the class into the seven clans of the Cherokee people and immersing students into life as a member of a Cherokee tribe in the 19th century. Students will learn that the Cherokee way of life, while unique, is very similar to their own in its emphasis on family, ceremony, and community. This lesson will familiarize students with the land owned by the Cherokee, how tribal decisions were made, and the structure of the family unit. It will also provide the context for future lessons that discuss Indian removal and the culture of the present day Cherokee Nation.

GOAL
To introduce students to various aspects of the culture and history of the Cherokee Nation and introduce the dilemma of removal.

OBJECTIVES
• To introduce students to basic cultural concepts of the Cherokee
• To form an initial connection with the Cherokee people and their way of life through dramatic activities
• To create a basic understanding of the plight of the American Indians and their struggle during the removals of the 19th century.

ASSESSMENT
Students will be assessed by their participation in group activities: discussion, creating masks, and decision making.

Continued next page
Lesson 1 continued

Cherokee Culture:
The Seven Clans Of The Cherokee People

PROCEDURES

1. Have each student complete KWL attachment to determine what students know and want to learn about the Cherokee. Collect these handouts when students are finished and revisit these questions on the last day of trunk activities.

2. Next, display the painting *The Trail of Tears*, by Robert Lindneux in a prominent location in your classroom. Have students describe what they see. Who are these people? What are they wearing? Where do you think they are going? Is this a painting of a recent event or an event that took place a long time ago? Why? Do they look happy or sad to be on this journey? Why do you think there are soldiers in the background? Write student responses on the board.

3. After a few minutes, explain that this is a painting of the Trail of Tears, and these people are the Cherokee people. They were forced to move away from their home lands in Tennessee, North Carolina, Alabama, and Georgia to travel 1,200 miles to a new home further west. On the journey, many Cherokees became sick and died. The journey that they made would forever be known as the Trail of Tears.

4. Explain to your students that over the next several days, they will use their imaginations and become the Cherokee people and learn their story. They will learn aspects of the events that led up to their forced removal. They will also learn what happened on the Trail of Tears and about their lives today.

5. Divide the class into seven groups. Have the groups all sit together in a specific location throughout the classroom. Using the images of the clan masks from the Seven Clans of the Cherokee Society book, explain to the students that they will pretend to be a part of the Cherokee people in the early 1800s. It is very important that students participate in this aspect of the lesson. Emphasize that the class is going to use their imagination to “become” a Cherokee tribe. Students will wear their clan colors, sit with their clan, and make decisions as a unit during these lessons.

They will join a Cherokee clan. Assign each group their own clan. The clan names are:
- Wolf Clan pronounced Aniwahyaha
- Bird Clan pronounced Anitsiskwa
- Deer Clan pronounced Anikawi
- Long Hair Clan pronounced Anigilohi
- Blue Clan pronounced Anisahoni
- Wild Potato Clan pronounced Anigatogewi
- Red Paint Clan pronounced Aniwodi

6. Where did the Cherokee live? (Refer to the map included in the trunk). It is important to give your students a sense of place for the Cherokee. The Cherokee lived in southeastern Tennessee, northwestern Georgia, southwestern North Carolina, and northeastern Alabama. Explain that this is their land and that their ancestors have resided here for centuries.
7. Once students have been divided into their clans, read the book Seven Clans of Cherokee Society to the class. Hold a discussion about why clans have been and are important to the Cherokee culture. [http://www.cherokee-nc.com/index.php?page=61]

8. Have your students quietly read about their clans using the Cherokee clan description handouts.

9. Students will then begin to make their clan masks. Masks were often used in ceremonies and were something to be cherished. (Materials needed to build your own clan mask, include paper plates, scissors, crayons, markers, paint, yarn, etc.) Allow students plenty of time to work on masks.

10. When all of the clans have completed their masks, the students will participate in a Cherokee ceremony, using the turtle rattle from the trunk. The principal leader will lead a ceremony to officially induct them into the Cherokee nation. To access authentic Cherokee tribal music for a ceremonial stomp dance visit: [http://www.tn4me.org/article.cfm/a_id/53/minor_id/11/major_id/7/era_id/2].

11. Conclude class by reviewing Cherokee culture, the seven clans, and a matrilineal society. Prepare students for tomorrow’s lesson by introducing a problem for each clan to think about. Tell them that white settlers are encroaching on our lands and we have to decide what we will do about this. What alternatives do we have?

**HOMEWORK**

Have students bring in any kind of supplies or craft materials they would like to add to their mask. Also, have students wear the color that represents their clan.

**EXTENSION**

1. Ask students if modern Americans today have ceremonies. Name some of them. Marriage ceremony, religious ceremonies, Cherokee people also held ceremonies. One of them was the Green Corn Ceremony. Read aloud to your students about the Green Corn Ceremony. Hold a class discussion about it. What does it sound like to them? New Year’s ceremony maybe?

2. Discuss matrilineal societies with your students. Explain that each clan has a woman as its clan leader. Information and an interactive chart can be found at: [http://www.tn4me.org/article.cfm/a_id/47/minor_id/11/major_id/7/era_id/2] and at: [http://tn4me.org/sapage.cfm/sa_id/124/era_id/2/major_id/7/minor_id/8/a_id/47]
Lesson 2

Cherokee Assimilation

INTRODUCTION
During the early 19th century, America was rapidly changing. Manifest Destiny was a term that resonated throughout the country, and the American Indian was faced with the dilemma to resist white encroachment through warfare or to assimilate into a new way of life. Many found the white man’s way to be a betrayal of their own culture. Unfortunately, it would be the first of many difficult choices presented as a precursor to removal. In this lesson, students will learn the concept of assimilation, investigate primary sources that give examples of assimilation, and debate the issue of a westward exodus.

GOAL
To have students participate in an interactive historical scenario through role play and dramatic activities to debate the pros and cons of assimilation and examine the catalyst for Indian removal in the United States, specifically for the Cherokee.

OBJECTIVES
• To introduce the concept of assimilation to the class
• To debate the issue of Indian removal and whether to stay or leave native lands
• To present primary sources to students for analysis and debate

ASSESSMENT
Students will be presented with a dilemma and asked to debate options. They will be assessed by their participation and ability to clearly communicate their opinions.

PROCEDURES
1. Have students return to their clans and sit around the room. Tell them that white settlers have been moving into Cherokee lands, and we must decide what to do about it. Remind students that they represent the Cherokee people. It is very important that this is continually emphasized. The success of this series of lessons depends on the ability of students to experience these situation from the Cherokee perspective. Tell the class you have a very important announcement to make.

2. Tell the students, “We have received a package from our people in north Georgia.” Take out the replica mining pan and nugget of pyrite (fool’s gold). Read the Cherokee letter that was included in this package. (Teacher’s Note: Gold was discovered in Dahlonega, Georgia in 1828. By 1831, some 15,000 miners had rushed...
LESSON 2 TRUNK MATERIALS

1. Cherokee Syllabury
2. Cherokee Phoenix
3. Mining Pan
4. Fool's Gold (pyrite)
5. Cherokee Constitution
6. Cherokee Log Cabin Mounted Image

into Cherokee country. This was the first gold rush in American history.] The letter reads: "Our lands are being overrun with white settlers searching for gold. We found this miner’s pan down by the creek. What should we do?"

3. Explain to your clan members that the United States government has been pressuring us and other Indian tribes throughout the southeast to leave their native lands and move west to new lands beyond the Mississippi River.

4. The clan members have a decision to make. Should we stay on our native lands or move west? Discuss these issues among your clans. Thoughts to consider include white settlers' encroachment, discovery of gold, and trading the homes and land you know and love for a land you have never seen before. Have each clan decide between themselves whether they should stay or go. Then have each clan leader stand up and cast his or her clan’s vote to the whole class. Tally the votes.

5. Compare what your class decision to what the Cherokees actually did. In reality, some Cherokees decided to leave and others decided to stay. We will find out what happened to those that decided to stay later.

6. Write the word: Assimilate on the board. Assimilate means to conform or become like another culture; taking on customs, religions, dress, and work.

7. Explain that if we are going to stay on our land we must try to assimilate to the white man’s ways. In a sense, the Cherokee people have been doing this for many years.
   a. Show them the Cherokee syllabury. We have learned to read and write our own language.
   b. Show them the Cherokee Phoenix newspaper. We even print our own newspaper in both English and Cherokee.
   c. Our people dress like the white man. Show them portraits of our leaders. Major Ridge and John Ross in upper class attire.
   d. We live in the same houses as the white man. Show them a picture of a Cherokee log cabin.
   e. We even wrote our own constitution and declared ourselves an independent nation. Just like the United States did. *Use the Cherokee Timeline to familiarize the class with important dates in Cherokee history to provide perspective for the lesson.

8. But lastly the final dilemma is that the United States Congress has just passed a law. It is called the Indian Removal Act. It says that all Native Americans must move off their lands and move west. We have no choice in the matter.

9. What will we do? Have students write a one page persuasive letter to Andrew Jackson. Explain to him the reasons why you have decided to stay on your land and the ways that you have assimilated to the white man’s lifestyle.

CONCLUSION
Have students predict what will happen next. Write predictions on the board for tomorrow.
INRODUCTION
The removal of the Cherokee from their native land changed not only the lives of the Cherokee people, but also, the course of American history. This subject became the pivotal political talking point of its time. The issue divided many Americans and set in motion a series of events that would forever alter the future of America’s indigenous people. Being abruptly removed from homes and forced to travel under strenuous conditions is an experience that is difficult to comprehend or put into words. Yet, it is a historical event that holds many valuable lessons for students. By investigating the issues addressed in this lesson, students will come to understand the factual aspects of this historical event, while at the same time, connecting emotionally with the plight of the Cherokee through historical fiction told from the viewpoint of a young boy.

GOAL
To increase student awareness of the Trail of Tears, its catalysts, and its immediate consequences for the Cherokee people through analysis of historical fiction.

OBJECTIVES
• To inform students of basic facts about the Trail of Tears
• To utilize reading comprehension and analysis to make a personal and lasting connection to the story of the Cherokee people
• To provide a forum for students to discuss their thoughts and opinions about Indian removal, its causes, and affects.

ASSESSMENT
Students will reach a better understanding of the Trail of Tears by reading portions of the Journal of Jesse Smoke. They will be assessed by their comprehension of the passage, their ability to analyze the purpose of the text, and their ability to communicate the overarching theme to the class. Students will also be assessed by their participation in small group and whole class activities. Finally, students will complete a similar journal entry. This journal entry should be historically accurate and reflect their comprehension of the Trail of Tears, both literally and figuratively.
LESSON 3 TRUNK MATERIALS

1. Journal of Jesse Smoke
2. Removal Notice
3. Trail of Tears Map

PROCEDURES

1. Student will arrive in the classroom to see a mounted graphic of a removal notice has been displayed. Have students sit in their clan groups in a circle around the room. Point out the sign and read its message to the students.

2. When students ask why, inform them that a few Cherokee signed the Treaty of New Echota, which sold the Cherokee lands to the United States government and agreed that the Cherokee would move west to Indian Territory.

3. With the mounted image of the map provided, show students the journey they must complete from their home in Tennessee to Oklahoma.

4. Tell the students that a journal was included in the trunk from the Tennessee State Museum. This diary is going to tell us about the journey, now called the Trail of Tears.

5. Give each clan one or two journal entries. The instructor should read the first and final entry aloud to the students.

6. Then, allow the clans to read their entries.

7. Next, in sequential order, have a spokesperson from the clan summarize what happened to Jesse Smoke in their journal entry. Pose questions to the group as a whole after they summarize. (Was Jesse happy or sad in his entry? What was the major event?)

8. As a whole class group, discuss the Trail of Tears. How did reading the journal make your students feel? Have them think about what it would be like today if the government tried to make them leave their homes and belongings and move, simply because they were white, black, male, or female.

CONCLUSION

Have students write a journal entry of their own. Each student should imagine that their clan is being forced to leave, taking only the few possessions they can carry. Journal entries should be in first person and accurately incorporate the historical context discussed in class.
Lesson 4

Conclusion: The Cherokee Nation Today

INTRODUCTION
With this lesson, students will conclude their investigation of the Cherokee: their culture, history, and removal. Through a dramatic activity, the concept of removal will be more deeply understood. The Trail of Tears is a crucial element in the Cherokee narrative, but it is not the end of their history. The Cherokee Nation is a thriving, deeply complex, and self-sufficient people who maintain a vibrant culture. With this concluding lesson, students will come full circle in their study, exploring the present day Cherokee.

GOAL
To investigate the post-removal culture of the Cherokee and the outcome of the Trail of Tears, both socially and historically.

OBJECTIVES
• To engage students in a dramatic activity to explore the shock of abrupt, unplanned removal from a comfortable environment
• To provide students with an overarching conclusion to their investigation of the Cherokee people, their culture, history, and specifically, removal
• To provide students with a cultural context, noting the continuation of Cherokee life and culture post removal

ASSESSMENT
This lesson is primarily to wrap-up and is a discussion centered exercise. Students will be assessed on their participation and their comprehension of the overarching themes of the four lessons.

CURRICULUM STANDARDS
See page 12 for the state and national curriculum standards for this lesson.

LESSON 3 RESOURCES
The handouts and worksheets are located as a pdf on the CD and as a hard copy in the back of the book under the Lesson 4 tab.
PROCEDURES
1. When the students enter the room, announce that all clans must leave. Just like the Cherokee people the class has studied in previous lessons, the students should abruptly turn and follow the instructor outside the classroom. Do not allow them to pack or store their belongings.

2. Take the class to another part of the school, the gym, or outside.

3. Have the class sit in a circle and discuss this abrupt move. Consider how it made the Cherokee feel to move from their home, leave their possessions, and travel across the country to an unknown place.

4. Ask students what they think happened to the Cherokee.

5. Explain that the Cherokee is now the second largest tribe in the U.S., having over 200,000 members, a government, and multiple bands in the Eastern and Western portion of the United States.

6. Lastly, read the book included in the trunk to the students to provide more information about the Cherokee. Also, refer to the Cherokee Facts handout for additional information about the Cherokee nation today.

EXTENSION
Have student research other tribes. Have them find out what happened to other Native American tribes and if they have similar histories. Read The Long March to the class, a story about the Choctaw tribe.

To study further about Cherokee folk tales, read The Story of the Milky Way to the class.

The instructor can also choose to show the DVD, The Trail of Tears, or introduce a variety of supplemental reading materials included in the trunk.
State and National Curriculum Standards

Tennessee
Grade 5
Social Studies
4.1.01 Understand the diversity of human cultures.
   a. Describe cultures of Native American tribes.
4.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.
   a. Summarize the contributions of people of various racial, ethnic, and religious groups in the development of early Tennessee.
4.1.spi.1. Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).
4.1.spi.5. Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e., Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers).
4.4.01 Discuss the structure and purposes of governance.
   a. Explain how Native Americans governed their communities.
   b. Give examples of how government did or did not provide for the needs and wants of people, establish order and security, and manage conflict.
4.5.03 Recognize major events, people, and patterns in Tennessee.
   a. Identify Native American groups in Tennessee and the Western Hemisphere before European explorations.
   b. Summarize reasons for European exploration and settlement of Tennessee and the Western Hemisphere.
   c. Identify accomplishments of significant explorers and explain their impact on the settlement of Tennessee.
4.5.spi.1. Identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw).
4.5.spi.2. Identify major Tennessee political leaders (i.e., Andrew Jackson, Sam Houston, James Polk, Sequoyia, David Crockett, Nancy Ward).
4.5.spi.12. Read and interpret a passage about the Trail of Tears.
4.6.01 Recognize the impact of individual and group decisions.
   a. Analyze a particular event to identify reasons individuals might respond to it in different ways.
   b. Work independently and cooperatively to accomplish goals.

Reading
4.1.01 Continue to develop oral language and listening skills.
   c. Understand, follow, and give oral multi-step directions which may include illustrations.
   d. Formulate and respond to questions from teachers and other group members.
   e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
   f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
   k. Participate in recitations of assigned/self-selected passages.
4.1.07 Employ pre-reading strategies to facilitate comprehension.
   a. Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
   c. Explore significant words to be encountered in selected/assigned text.
   d. Preview text using text features (e.g., illustrations/pictures, graphs, diagrams, and headings).
   f. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.
4.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.
   a. Derive meaning while reading by
      1. Formulating clarifying questions.
      4. Creating mental images.
      5. Expressing reactions and personal opinions to a selection.
      8. Drawing conclusions based on evidence gained.
   b. Check for understanding after reading by
      2. Selecting main idea and supporting details from text.
      3. Identifying the author’s purpose (e.g., to entertain, to inform, to explain).
      4. Discussing similarities and differences in events and characters using evidence cited in two or three text(s).
      8. Identifying cause and effect relationships.
      11. Recognizing the theme of a single passage.
4.1.09 Develop appropriate information skills and study skills to facilitate learning.
   d. Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).

Language Arts
0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.
0401.1.3 Demonstrate knowledge of Standard English sentence structure.
0401.3.1 Write for a variety of purposes and to a variety of audiences.
0401.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.
0401.5.2 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.
0401.5.3 Apply logic skills to classroom situations and to selections read.

THE LIFE, CULTURE, AND REMOVAL OF THE CHEROKEE
0401.7.1 Recognize that media can be a source of information and entertainment.
0401.7.2 Use media to publish and present information.
0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.

Grade 5
Social Studies
5.1.02 Discuss cultures and human patterns of places and regions of the world.
   a. Explain how art, music, and literature reflected the times during which they were created.
   b. Give examples and describe the importance of cultural unity and diversity within and across groups.
5.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.
   a. Identify significant examples of art, music, and literature from various periods in United States history.
   b. Describe how language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.
   c. Summarize the contributions of people of selected racial, ethnic, and religious groups to our national liberty.
5.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.
   a. Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Tennessee.
   b. Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.
5.1.07 Employ pre-reading strategies to facilitate comprehension.
   a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing).
5.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
   a. Derive meaning while reading by creating mental images.
   b. Expressing reactions and personal opinions to a selection or relating the selection to a personal experience.
   c. Making inferences and recognizing unstated assumptions.
   d. Drawing conclusions based on evidence gained.
5.4.01 Discuss the structure and purposes of governance.
   a. Identify and compare leadership qualities of national leaders, past and present.
   b. Recognize that a variety of formal and informal actors influence and shape public policy.
5.5.04 Understand the acquisition of territory to the United States.
   a. Describe how armed conflict, purchases, treaties, and land settlement resulted in further American expansion.
   b. Assess the resistance of various groups to United States expansion.
5.6.01 Recognize the impact of individual and group decisions on citizens and communities in a democratic republic.

Reading
5.1.01 Continue to develop oral language and listening skills.
   c. Understand, follow, and give oral multi-step directions that may include illustrations.
   d. Formulate and respond to questions from teachers and other group members.
   e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
   f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
   h. Create and deliver an oral presentation that uses visual aids or props and incorporates several sources.
   j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
   l. Participate in recitations of assigned/self-selected passages.
5.1.07 Employ pre-reading strategies to facilitate comprehension.
   a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing).
   d. Explore significant words to be encountered in selected/assigned text.
   f. Make predictions about text using text features (e.g., title, author, illustrations, and text format).
   g. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.
5.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
   a. Derive meaning while reading by creating mental images.
   5. expressing reactions and personal opinions to a selection or relating the selection to a personal experience.
   6. making inferences and recognizing unstated assumptions.
   8. drawing conclusions based on evidence gained.
   b. Check for understanding after reading by
State and National Curriculum Standards

1. indicating sequence of events in fiction and nonfiction text.
3. identifying the author's purpose (e.g., to entertain, to inform, to explain, to persuade).
8. identifying cause and effect relationships.
9. distinguishing between fact/opinion and reality/fiction.
11. recognizing a common theme between two passages.
12. reflecting upon comprehension strategies utilized to make meaning from text.

5.1.12 Experience various literary and media genres.
   c. Identify the conflict of the plot.
   d. Interpret a character's feelings and identify his motives.
   g. Identify how culture, ethnic, and historical eras are represented in print and non-print texts.
   j. Summarize selected passages.

Language Arts
0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.
0501.1.3 Demonstrate knowledge of Standard English sentence structure.
0501.3.1 Write for a variety of purposes and to different audiences.
0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.
0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.
0501.5.3 Explore the concept of persuasive devices.
0501.7.1 Recognize that media can be a source of information and entertainment.
0501.8.1 Use previously learned comprehension strategies before, during, and after reading.
0501.8.2 Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.

National Curriculum Standards, K-4
1A The student understands family life now and in the recent past; family life in various places long ago.
1B The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values.
2B The student understands how communities in North America varied long ago.
3A The student understands the history of indigenous peoples who first lived in his or her state or region.
3B The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region.
3D The student understands the interactions among all these groups throughout the history of his or her state.
3E.3 Research in order to explain why important buildings, statues, monuments, and place names are associated with the state's history.
5A.2 Gather data in order to describe the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and the expansion of the United States, including examples such as Spanish colonization in the Southwest, Tecumseh's resistance to Indian removal, Cherokee Trail of Tears, Black Hawk's War, and the movement of the Nez Perce.
6A The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.
7B The student understands great world movements of people now and long ago.

National Curriculum Standards, 5-12
E1.1D The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.
E4.1B The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.
Lesson 1

Cherokee Culture:
The Seven Clans Of The Cherokee People

LESSON PLAN RESOURCES

1. Trail of Tears KWL Chart
2. Clan Information Sheets (7)
<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I Learned</td>
</tr>
</tbody>
</table>
Blue
(a ni sa ho ni)

- Named for the medicine made from a blue plant for the children of the tribe
- Takes care of herb garden
- Wood is from the ash tree
- In charge of teaching about the panther (can be called Panther Clan)
- Flag is blue with white stars
Long Hair
(a ni gi lo hi)

- Wears hair in different hairdos
- Walks in a proud way, twisting shoulders
- Peace chief is from this clan
- Teaches tradition to the tribe
- Wood is from the beech tree
- Color is yellow
- Flag is black with white stars
Paint
(a ni wo di)

- Makes red paint for ceremony & war
- Sorcerers and medicine men
- Teaches tribe about life and death
- Very secretive
- Wood is from the locust tree
- Color is white
- Flag is black with red stars
Clan Information Sheets

Bird
(a ni tsi s kwa)

- Keepers of birds
- Sorcerers and medicine men
- Teaches tribe about life and death
- Very secretive
- Wood is from the locust tree
- Color is white
- Flag is black with red stars
Deer
(a ni ka wi)

- Keeper of the deer
- Fast runners
- Deer hunters
- In charge of sports
- Teaches the tribe about love
- Color is brown
- Wood is oak
- Flag is purple with yellow stars
Wild Potato
(a ni ga to ge wi)

- Gathers the potato for food
- Teaches about gathering food
- Teaches about the bear (also called Bear Clan)
- Color is green
- Wood is from the birch tree
- Flag is yellow with green stars
Wolf
(a ni wa yah)

- Largest clan
- Most of tribe’s War Chiefs
- Only clan who could kill a wolf
- Teaches about the wolf
- Protects the tribe
- Color is red
- Wood is from the hickory tree
- Flag is red with white stars
Lesson 2

Cherokee Assimilation

Lesson Plan Resources
1. Cherokee Letter
2. Cherokee Timeline
Cherokee Brothers and Sisters:

We are in need of your advice.

Our lands are being overrun with white settlers searching for gold.

We found this miner’s pan down by the creek.
What should we do?

Please reply.
**A Cherokee Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Cherokee are located in Tennessee River and the Great Smoky Mountain area, having traveled on foot from the Appalachian Mountains to the Iroquois territory.</td>
</tr>
<tr>
<td>1540</td>
<td>Hernando de Soto travels the Cherokee territory.</td>
</tr>
<tr>
<td>1600s</td>
<td>Spanish, French, English explorers and traders start to come into Cherokee Territory.</td>
</tr>
<tr>
<td>1730</td>
<td>Cherokee leaders visit England.</td>
</tr>
<tr>
<td>1754</td>
<td>Nanye hi (Nancy Ward) becomes a Beloved Woman to her people after challenging the Cherokees in a battle against the Creeks.</td>
</tr>
<tr>
<td>1756 – 1763</td>
<td>Cherokees fight in the French and Indian War (against the British.)</td>
</tr>
<tr>
<td>1776</td>
<td>Cherokees are again enemies of the British in the American Revolution.</td>
</tr>
<tr>
<td>1780 – 1820</td>
<td>Cherokees sign treaties leaving their land to the white settlers.</td>
</tr>
<tr>
<td>1821</td>
<td>The Cherokee syllabary is finished by Sequoyah.</td>
</tr>
<tr>
<td>1827</td>
<td>Cherokees draft a constitution declaring themselves a nation.</td>
</tr>
<tr>
<td>1828</td>
<td>The Cherokee Phoenix is published, Andrew Jackson becomes president of the United States, and John Ross becomes Principal Chief.</td>
</tr>
<tr>
<td>1830</td>
<td>The Indian Removal Act is passed.</td>
</tr>
<tr>
<td>1835</td>
<td>The Treaty of New Echota is signed seceding of all of the Cherokee land east of the Mississippi River to the U.S. government. It was signed by Major Ridge and a small group of Cherokees.</td>
</tr>
<tr>
<td>1838</td>
<td>The Trail of Tears begins as Cherokees are forced off their land and moved west of the Mississippi River.</td>
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<tr>
<td>1839</td>
<td>A new capital is established by the Cherokee Nation in what is now known as Oklahoma.</td>
</tr>
<tr>
<td>1866–1867</td>
<td>They negotiate peace with the U.S. government. Tribal and land rights treaty is signed. John Ross dies.</td>
</tr>
<tr>
<td>1889</td>
<td>White settlers started moving into Indian Territory</td>
</tr>
<tr>
<td>1890</td>
<td>Western half of Indian Territory turned into Indian Territory reduced in half.</td>
</tr>
<tr>
<td>1903</td>
<td>W.C. Rogers becomes last elected chief. He serves as chief for 69 years.</td>
</tr>
<tr>
<td>1907</td>
<td>Indian and Oklahoma territories are combined by Oklahoma statehood. Tribal government dissolves.</td>
</tr>
<tr>
<td>1917</td>
<td>W. C. Rogers dies. He was the last Cherokee chief.</td>
</tr>
<tr>
<td>1949</td>
<td>President Harry Truman appoints W.W. Bill Keeler as chief.</td>
</tr>
<tr>
<td>1957</td>
<td>First national holiday for Cherokees.</td>
</tr>
<tr>
<td>1971</td>
<td>W.W. Bill Keeler becomes elected principal chief. He was the first chief since statehood.</td>
</tr>
<tr>
<td>1976</td>
<td>Cherokee voters accept new constitution.</td>
</tr>
<tr>
<td>1984</td>
<td>Eastern band of Cherokees and Cherokee nation hold first joint council meeting. It was the first meeting held in 146 years.</td>
</tr>
<tr>
<td>1987</td>
<td>Wilma Mankiller becomes the first woman elected chief.</td>
</tr>
<tr>
<td>1989</td>
<td>The 150th anniversary for the Cherokees for arriving in the &quot;Indian Territory” or a “New Beginning.”</td>
</tr>
</tbody>
</table>
Lesson 4

Conclusion: The Cherokee Nation Today

LESSON PLAN RESOURCES

1. Cherokee Fact Sheet
The Cherokee

Cherokee Facts
The Cherokee Nation has more than 300,000 members, the largest of the 563 tribes in the United States. Of the three federally recognized Cherokee tribes, the Cherokee Nation and the United Keetoowah Band of Cherokee Indians have headquarters in Tahlequah, Oklahoma. The Eastern Band of Cherokee Indians is located in Cherokee, North Carolina.

How do you pronounce the word “Cherokee”? What does it mean?
It’s pronounced “CHAIR-uh-kee.” It comes from a Muskogee word meaning ‘speakers of another language.’ Cherokee Indians originally called themselves Aniyunwiya, “the principal people,” but today they accept the name Cherokee, which is spelled and pronounced Tsalagi in their own language.

Where do the Cherokee Indians live?
The Cherokees are original residents of the American southeast region, particularly Georgia, North and South Carolina, Virginia, Kentucky, and Tennessee. Most Cherokees were forced to move to Oklahoma in the 1800s in what is now called the Trail of Tears. Descendants of the Cherokee Indians who survived this death march still live in Oklahoma today. Some Cherokees escaped the Trail of Tears by hiding in the Appalachian hills or taking shelter with sympathetic white neighbors. The descendants of these people live scattered throughout the original Cherokee Indian homelands. Other Cherokees live off-reservation in towns and cities across the U.S.

How is the Cherokee Indian nation organized?
There are three federally recognized Cherokee tribes: the Cherokee Nation of Oklahoma, the United Keetoowah Band in Oklahoma, and the Eastern Band of Cherokee Indians in North Carolina. Other Cherokee communities in Alabama, Georgia, and other states are considered unofficial by the U.S. government. The majority of the Eastern Cherokee people live on a reservation. Indian reservations are lands that belong to Native American tribes and are under their control. The Oklahoma Cherokee people live on trust land, though many Cherokees call it a reservation anyway. The Keetoowah Cherokee do not have a land base. Each Cherokee tribe has its own government, laws, police, and services, just like a small country. However, Cherokee Indians are also U.S. citizens and must obey American law.

In the past, each Cherokee band was led by one war chief and one peace chief. Cherokee chiefs were chosen by a tribal council. Cherokee war chiefs were male, but the peace chief could be a woman. Today, Cherokee tribal councils and chiefs can be either gender and are popularly elected, like senators and governors.

What language do the Cherokees speak?
Most Cherokee people speak English today, but 20,000 people also speak the Cherokee Indian language. Cherokee is a complex language with soft sounds. If you’d like to know a few easy Cherokee words, “osiyo” (pronounced oh-see-yoh) is a friendly greeting, and “wado” (pronounced wah-doh) means ‘thank you.’

The Cherokee language has an innovative writing system that was invented by the Cherokee scholar Sequoyah. Sequoyah’s writing system is a syllabary. That means one character represents each syllable. (Another language that uses a syllabary today is Japanese.) Here is a chart of the symbols used in the written Cherokee language. Today, many Cherokee people use a modified English alphabet instead of the syllabary Sequoyah invented, because it is easier to type.

Continued next page
What were Cherokee homes like?
The Cherokee Indians lived in settled villages, usually located near a river. Cherokee houses were made of river cane and plaster, with thatched roofs. These dwellings were about as strong and warm as log cabins. The Cherokees also built larger seven-sided buildings for ceremonial purposes, and each village usually had a ball field with benches for spectators. Many Cherokee villages had palisades (reinforced walls) around them for protection. Today, Cherokee families live in a modern house or apartment building, just like you.

What was Cherokee clothing like? Did they wear feather headdresses and face paint?
Cherokee men wore breechcloths and leggings. Cherokee women wore wraparound skirts and poncho-style blouses made out of woven fiber or deerskin. The Cherokees wore moccasins on their feet. After colonization, Cherokee Indians adapted European costume into a characteristic style, including long braided or beaded jackets, cotton blouses and full skirts decorated with ribbon appliqué, feathered turbans, and the calico tear dress.

The Cherokees didn’t wear long headdresses like the Sioux. Cherokee men usually shaved their heads except for a single scalp lock. Sometimes they would also wear a porcupine roach. Cherokee women always wore their hair long, cutting it only in mourning for a family member. Men decorated their faces and bodies with tribal tattoo art and also painted themselves bright colors in times of war. Unlike some tribes, Cherokee women didn’t paint themselves or wear tattoos, but they often wore bead necklaces and copper armbands.

Today, some Cherokee people still wear moccasins or a ribbon shirt, but they wear modern clothes like jeans instead of a breechcloth and only wear roaches and feathers on special occasions like a dance.

What other Native Americans did the Cherokee tribe interact with?
The Cherokee Indians traded regularly with other southeastern Native Americans, who especially liked to make trades for high-quality Cherokee pipes and pottery. The Cherokees often fought with their neighbors the Creeks, Chickasaws, and Shawnees, but other times, they were friends and allies of those tribes.

www.cherokee.org
www.bigorrin.org/chesreek_kids.htm