

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Trail of Tears

Grade – 8th grade

Length of class period – 60 minutes

Inquiry – What was the impact of the government’s policy of relocation on Native American people?

Objectives –

Students will understand the reality of the Trail of Tears and the policy of Native American relocation from analyzing first hand accounts.

Students will analyze a painting depicting an event.

Students will create their own piece of art depicting their understanding of the impact of relocation on Native Americans

Materials –

Samuel’s Memory – Personal account of the Trail of Tears

John G. Burnett’s account of the Trail of Tears

Trail of Tears (painting) by Robert Lindneux

Question guide

Activities –

Prior to this class, students should develop a basic understanding of the American policy of relocation of Native American people. From reading in their textbook, they should already have a general overview of the Trail of Tears.

Warm Up – Post *Trail of Tears* painting on smart board (or hand out smaller versions) of painting. Ask students to list what they see in the painting (objects, people, expressions, color, etc.) Ask students to interpret the message and mood of the painting. This activity should serve as a way to get students thinking about the Cherokee removal and the Trail of Tears.

Partner Activity – Have students work with a partner to read and analyze (using question sheet) one of the personal accounts of the Trail of Tears. (Half of the class will read one account while the other half reads the other.)

Class Discussion – Gather class together. Have students share each account. Discuss students’ reaction in questions 4,5 and 6.

Wrapping it Up Assignment/ Homework – Ask students to create their own depiction of the impact of the American policy of relocation of Native Americans through a drawing of their own.

How will you assess what students learned during this lesson?

Informally – class discussion and small group discussion

Formally – completion of chart analyzing painting, questions regarding primary accounts, and personal depiction of Native American relocation.

CT Framework Grade Level Expectations– Students will be able to:

- **Evaluate the impact of America’s Westward Expansion on Native American nations.**
- **Explain how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity**
- **Compare information about the same event using a variety of primary sources**