



Name _____

Date: _____

Course: US History/Ms. Brown

Homeroom:



7th Grade US History

Standard # – Do Now – Day #93

Aims: SWBAT identify and explain the conflict in Cherokee v. Georgia

SWBAT identify and explain the purpose of the Indian Removal Act

DO NOW

Directions: Answer the following questions in complete and historically accurate sentences. You must attempt each question, there should be absolutely no blank spaces. Be sure to provide examples and evidence to support your answers.

Imagine: You are sitting in History class. I haven't assigned any seats but you have been sitting in the same seat everyday. A new student from 197 enters the class while you're in the bathroom. When you return you realize there's someone in your seat.

What would you do?

What if you went to Ms. Brown and she said, "You don't actually own the seat so you don't have a right to claim the seat."

How would you react?

How would you feel?

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I. Jackson's Indian Policy



Sequoyah, pictured above, was a Cherokee Indian who developed an 86 letter alphabet for the Cherokee language. The alphabet contained both Roman letters and symbols that Sequoyah created. Even though these Native Americans developed what many whites considered an advanced civilization, wealthy planters and poor settlers were determined to force them out and seize their lands.

As a frontier settler and famous Indian fighter – Native Americans called him “Sharp Knife” – Jackson had little sympathy for Indians. During his presidency, it became national policy to remove Native Americans from the East by force.

White settlers had come into conflict with Native Americans ever since colonial days. After independence, the new national government tried to settle these conflicts through treaties. Typically, the treaties drew boundaries between areas claimed for settlers and areas that the government promised to let the Indians have forever. In exchange for giving up their old lands, Indians were promised food, supplies, and money.

Despite the treaties, Native Americans continued to be pushed off their land. By the time Jackson became president, only 125,000 Indians still lived East of the Mississippi River. Warfare and disease had greatly reduced the number of Indians in the East. Others had sold their lands for pennies an acre and moved across the Mississippi. Jackson was determined to remove the remaining Indians to a new Indian Territory in the West.

1. During the time of Jackson's presidency what was the policy toward Native Americans?

- a. Native Americans had to pay an extra tax to live among the white settlers
- b. The American government promised to allow Native Americans to stay on their traditional home lands
- c. The government drew a boundary between Native lands and American land
- d. Indians were forced off their land and pushed further west.

Most of the eastern Indians lived in the South. They belonged to five groups, called *tribes* by whites: the Creek, Cherokee, Chickasaw, Choctaw, and Seminole. Hoping to remain in their homelands, these Indians had adopted many white ways. Most had given up hunting to become farmers. Many had learned to read and write. The Cherokee even had their own written language, a newspaper, and a Constitution modeled on the US Constitution. Whites called these Indians the “Five Civilized Tribes.”

While the Five Civilized Tribes may have hoped to live in peace with their neighbors, whites did not share this goal. As the cotton kingdom spread westward, wealthy planters and poor settlers alike looked greedily at Indian homelands. The Indians, they decided, had to go.

2. Which is NOT an example of how the Five Civilized Tribes adapted to white culture

- a. Were farmers
- b. Learned to read and write

- c. Had their own written language
 d. Had a Constitution based on the US Constitution

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The Indian Removal Act In 1830, urged on by President Jackson, Congress passed the Indian Removal Act. This law allowed the president to make treaties in which Native Americans in the East traded their lands for new territory on the Great Plains. The law did not say that the Indians should be removed by force, and in 1831 the Supreme Court ruled that Indians had a right to their lands. An angry Jackson disagreed. Groups that refused to move west voluntarily were met with military force, usually with tragic results.

3. What was the Indian Removal Act?

- An act that forced Native Americans from their homes by force
- An act which allowed Native Americans to trade their land in the east for land in the Great Plains
- An act which allowed Native Americans to trade their land in the Great Plains for land in the West
- An act which forced Native Americans to trade their land in the east for land in the southwest

The Trail of Tears Many whites *were* ashamed. Washington flooded with protests over the treatment of Indians. Still the work of removal continued. In 1836 thousands of Creeks who refused to leave Alabama were rounded up and marches west in handcuffs. Two years later under President Martin Van Buren, more than 17,000 Cherokee were dragged from their homes in Georgia and herded west federal troops. Four thousand died during their long walk to Indian Territory. Those who survived remembered that terrible journey as their “Trail of Tears.” A soldier who took part in the Cherokee removal called it “the cruelest work I ever knew.”

Led by a young chief named Osceola, the Seminoles of Florida resisted removal for ten years. Their long struggle was the most costly Indian War ever fought in the United States. A number of Seminoles were finally sent to Indian Territory. But others found refuge (safety) in the Florida swamps. Their descendants still live in the state today.

When Jackson left office, he was proud of having “solved” the Indian problem for good.

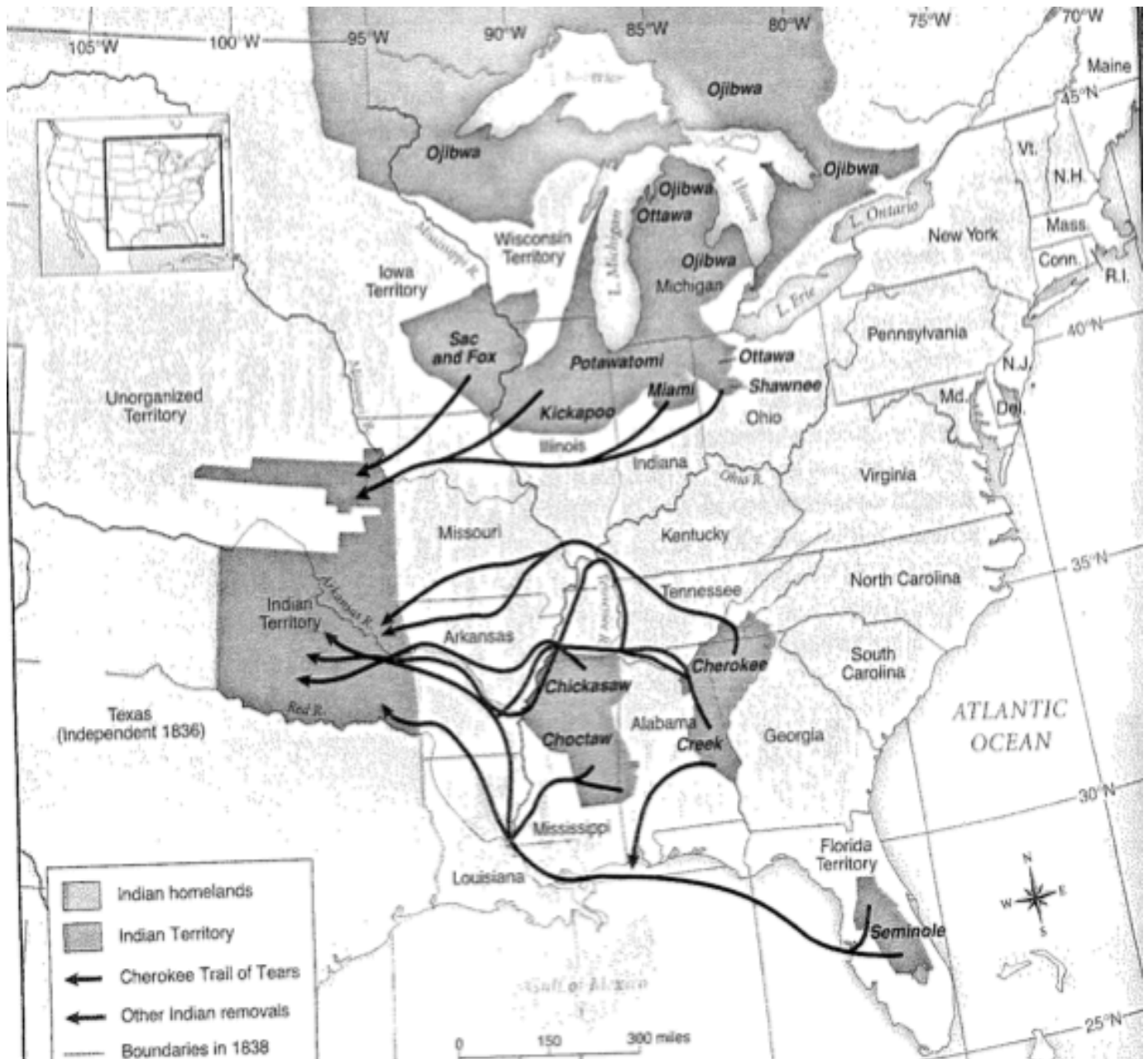


The artist painted an unrealistic picture of the Trail of Tears. Most of the Cherokees had no horses or warm blankets. They were dragged from their homes and allowed only to take the clothes they had on. Many died as they walked barefoot for hundreds of miles.

4. Why is the painting above an unrealistic picture of the Trail of Tears? Use evidence from the text to analyze the painting.

II. Geography Challenge

The Indian Removals





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1. From which states were Indians removed?

2. To what future state were they moved?

3. How does the size of Indian Territory compare to the size of their homelands?

4. How far were Indians forced to travel to reach Indian Territory?

5. Which Native American tribe was involved in the Trail of Tears?

6. How many other tribes were forced into Indian Territory?

7. In what direction were Indians pushed? Why were they pushed in this direction?



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BrainPop: The Trail of Tears

While watching complete the graphic organizer

TRUE OR FALSE

Determine if the statement is true or false. If false, replace the word(s) in bold with the correct word(s) on the line. If true, write 'true' on the line.

1. _____ The Cherokee, Chickasaw, Choctaw, Creek, and Seminole were known as the Five **Enlightened** Tribes.
2. _____ The discovery of **gold** on Cherokee land accelerated the pace of the Indians' forced relocation.
3. _____ **Martin Van Buren** signed the Indian Removal Act.
4. _____ A large contingent of **Choctaw** Indians stayed behind to fight for their land.

IDENTIFY IT

The Five Civilized Tribes faced a number of deadly hazards on the Trail of Tears. Identify which hazard each of the following icons represents, and explain what it meant to a typical American Indian during the journey to Indian Territory.

	<p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p>
	<p>.....</p> <p>.....</p> <p>.....</p>



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After Viewing

5 W's CHART

Fill in each box with details that answer the 5 "W" questions about the Trail of Tears.

	<p>WHAT was it?</p> <p>.....</p> <p>.....</p>
	<p>WHEN did it happen?</p> <p>.....</p> <p>.....</p>
	<p>WHERE did it happen?</p> <p>.....</p> <p>.....</p>
	<p>WHO was there?</p> <p>.....</p> <p>.....</p>
	<p>WHY did it happen?</p> <p>.....</p> <p>.....</p>





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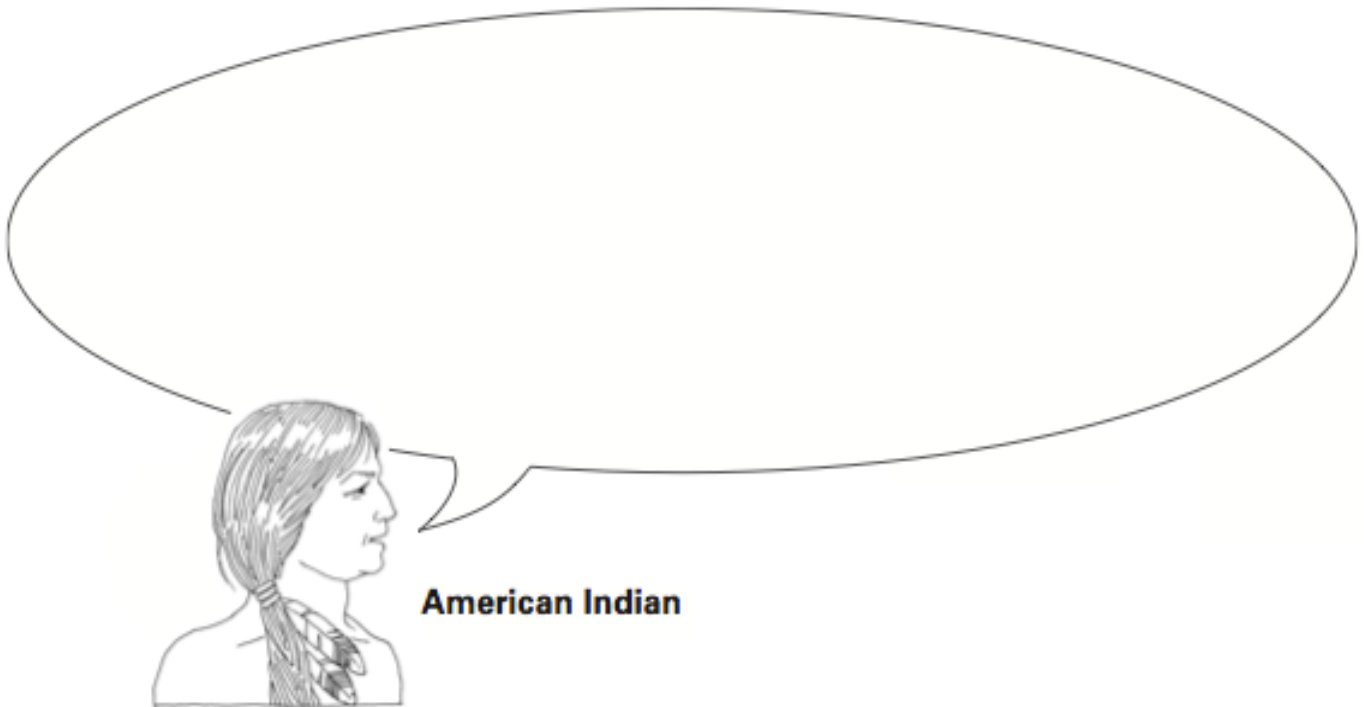
Homeroom: _____

HOMEWORK

_____/10 Mastered/Passing/Not Mastered

Part I: Directions: Do you think Jackson’s Indian policy promoted democracy¹? Why or why not?

Part II: Directions: add dialogue to the speech bubble to reflect how American Indians might have felt about Andrew Jackson’s Indian Removal Policy to remove Native Americans from the East by force. Include these words in your dialogue: *treaty, trail of tears*



¹ Democracy: people participate in the government





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**The Indian Removal Act of 1830
EXIT TICKET**

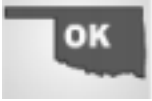


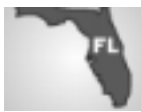
_____/5 Mastered/Passing/Not Mastered

1. What was the primary effect of the Indian Removal Act?
 - a. It paid Native American Indians a fair price for their land
 - b. It gave all Native American Indians United States citizenship
 - c. It encouraged Native American Indians to take jobs in factories
 - d. It removed Native American Indians from their tribal lands and placing them on reservations

2. The Trail of Tears was the journey filled with starvation and disease. Which Native American Indian tribe was forced on the Trail of Tears?
 - a. Cherokee
 - b. Iroquois
 - c. Algonquin
 - d. Sioux

3. What's the connection between the Indians of the Five Civilized Tribes and the territory acquired in the Louisiana Purchase
 - a. The Five Tribes Indians were living in Louisiana Purchase lands before they were forced from their homes
 - b. The Indians' original homelands were located within the new Louisiana Purchase lands
 - c. The Louisiana Purchase lands were where American Indians historically did most of their hunting
 - d. The Five Tribes Indians were forced to go and live on the Louisiana Purchase lands

4. Which present-day state was part of the Louisiana Purchase?

- a.  b.  c.  d. 

5. Why did Andrew Jackson force the removal of Native Americans from Georgia to Oklahoma?
