

Cherokee Nation vs. the United States: Land, Laws, and Losses

OVERVIEW & OBJECTIVES	GRADES
<p>This lesson is the final 2 days of a 7-day unit on Indian Removal. The 5 days prior to this lesson, students role-played the Indian Removal hearings of 1830 that eventually resulted in the Trail of Tears under Andrew Jackson’s administration. The students will have already researched and presented viewpoints of the stakeholders: the Cherokee, President Jackson’s Administration, plantation owners and farmers, missionaries and northern reformers, and Black Seminoles. This lesson, however, can “stand alone” and need not follow the role-play, although background on Cherokee cultural assimilation should be provided ahead of time.</p> <p>This 2-day lesson involves a textual, political, and visual investigation of the cessions of land over time, using a map found on the Library of Congress’ database, and three treaties signed by the Cherokee and the U.S. government between 1791 and 1835. The map and the treaties are used to complete the handout.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the cessions of land in order and how they relate regionally to U.S. territories/states. • Interpret the relationship between the map and the treaties, making educated guesses about which numbered sections on the map relate to the agreements of each treaty. • Analyze the changes in the relationship between the Cherokee and the U.S. government between 1791 and 1835 by reading sections of treaties. 	9 th
	TIME
	Two classes
	REQUIRED MATERIALS
	<ul style="list-style-type: none"> ✓ Computer Internet access with projector ✓ Computer Internet access for students ✓ “Map of the Former Territorial Limits of the Cherokee ‘Nation of Indians” http://www.loc.gov/item/99446145 ✓ “Treaty with the Cherokee” from 1791, 1817 and 1835 that may be paper copies or read online ✓ Handout: “Investigation: Cherokee Cession of Land”

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 7: The characteristics, distribution and complexity of the earth’s cultures influence human systems (social, economic, and political systems)

9.3.3.7.2: Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing

Standard 8: Processes of cooperation and conflict among people influence the division and control of the earth’s surface.

9.3.3.8.2: Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.

9.3.3.8.3: Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

SUGGESTED PROCEDURE

Opening: (10 minutes of Day 1)

Access prior knowledge: Students reflect on their experience participating in the mock congressional hearing on Indian Removal.

Think-Pair-Share:

1. Why do you think the Cherokee lost all of their original land after these hearings?
2. Could the outcome have been different? Why or why not?
3. If you had to choose one of these options, which would you agree with more? Why?
 - a. The Cherokee's decision to assimilate to "American" colonial norms helped them keep land as long as they did.
 - b. The Cherokee's decision to assimilate to "American" colonial norms prevented them from holding their land past the 1830s.

Development (to final 30 minutes of Day 2)

The teacher will distribute copies of the handout and the treaties (if not accessed online) to each pair of students. Evenly distribute copies of the treaties in thirds, so that all three treaties are read by the same number of pairs.

Using "Investigation: Cherokee Cession of Land", students should work through the handout in pairs. Ideally, students will move back and forth between the online map and their assigned treaty as they answer the MAP and TREATY sections. Depending on the needs of the students, the teacher may want to model an example showing how to associate a map section using text from a treaty describing land.

The teacher will be checking-in, circulating, and helping students, especially to understand treaty language, to clarify questions that require interpretation and analysis of parts of each treaty, and to connect textual descriptions and visual territory on the map.

Closing (final 30 minutes of Day 2)

The teacher will jigsaw students, placing them in small groups whose members represent all three treaties. Cultivate discussion between group members about differences and similarities between the treaties, and what they show about the decreasing equality between the U.S. and Cherokee leaders over time. Have students share and compare their "critical thinking" answers (question #5 on the MAP and TREATY sections of the handout). The teacher may want to project the map during discussions.

Have each group choose one topic or idea from a particular treaty they think best exemplifies the shifting social, economic, or political boundaries between the U.S. and the Cherokee. Each group should identify that treaty's year and the idea or topic on the board. At the end of class the board should reveal concrete discussion topics for final group reflection.

Each student should then individually write a response to the following question as a formative assessment of understanding: Which treaty weakened the Cherokee's position as a sovereign nation? Provide evidence and explain your opinion.

Extensions

1. Students will draw the origin lands of the Cherokee using an atlas, a blank map of the United States, and the Library of Congress map. They will describe the landscape by identifying the size, elevation, water bodies, climate and resources that existed. Students will answer: What landscape

features formed the boundaries of the origin lands? What groups of people bordered the Cherokee? What conflicts may have arisen with shared or overlapping boundaries?

Examine the maps of the Cherokee Nation in 1771 and 1805 to determine the changing neighbors of the Cherokee. http://www.pbs.org/wgbh/amex/weshallremain/beyond_broadcast/post_view_3

2. Students will draw the origin lands of the Cherokee and their lands in Oklahoma using an atlas, a blank map of the United States, and the Library of Congress map. Students will compare and contrast the locations based on size, elevation, water bodies, climate, and resources. Students will answer: Explain how the loss of the origin lands represented a dramatic change in Cherokee life.

The following websites provide maps of origin and/or reservation lands:

“1838: Cherokee die on Trail of Tears” from Native Voices

<http://www.nlm.nih.gov/nativevoices/timeline/296.html>

“Indian Removal Routes in Arkansas” from Arkansas Historic Preservation Program

<http://www.arkansaspreservation.com/preservation-services/trail-of-tears/removal-routes.aspx>

“Tribes and Nations of Oklahoma & Indian Territory” at “Oklahoma: Map of Indian Territory” from Worldstatesmen

http://www.worldstatesmen.org/US_states_O-R.html

Assessment

- “Investigation: Cherokee Cession of Land” Handout
- Small Group Discussions
- Individual Response to Question: Which treaty weakened the Cherokee’s position as a sovereign nation? Provide evidence and explain your opinion.

Website Resources

MAP:

“Map of the Former Territorial Limits of the Cherokee ‘Nation of’ Indians” from Library of Congress

<http://www.loc.gov/item/99446145>

This 1884 map shows the order and location of land cessions by the Cherokee to the U.S. government. Created by the Bureau of Ethnology for the Smithsonian Institute, it was made to record the changes in territorial control by the Cherokee over more than two centuries.

TREATIES:

“Treaty with the Cherokee, 1791” from Oklahoma State University Library

<http://digital.library.okstate.edu/kappler/vol2/treaties/che0029.htm>

“Treaty with the Cherokee, 1817” from Oklahoma State University Library

<http://digital.library.okstate.edu/kappler/Vol2/treaties/che0140.htm>

“Treaty with the Cherokee, 1835” from Oklahoma State University Library

<http://digital.library.okstate.edu/kappler/vol2/treaties/che0439.htm>

The treaties show:

1. The intent of territorial transfer of power
2. The increasing tension between the U.S. Government and the Cherokee Nation in fewer than two generations.
3. The change in inter-cultural dynamics from perceived partnership and peace, to evident paternalism and inequity.

Additional Website Resources

“Rationale for and Consequences of Indian Removal in the 1800s” lesson by Susan Smith from the Oklahoma Alliance for Geographic Education

<http://www.okageweb.org/resources/lesson-plans/regional-educator-institutes-2014/>
Lesson with numerous links to resources

“We Shall Remain” from PBS American Experience

http://www.pbs.org/wgbh/amex/weshallremain/the_films/index

Episode 3 provides a preview film, cast information, Teachers Guide, and current stories about the Trail of Tears

“American Expansion” at “Indians of the Midwest” from The Newberry Library

<http://publications.newberry.org/indiansofthemidwest/people-places-time/eras/american-expansion/>

Succinct explanations, maps, photographs, and videos

Investigation: Cherokee Cession of Land

Partner Names: _____

Look up and define these terms:

Cession:

Ethnology:

THE MAP:

1. Open the jpg of the map at <http://www.loc.gov/item/99446145> that is 2523 x 2283. This will allow you to see the text in the top left of the map when you zoom in.

What organization created it?

When was it created? _____

Read the entire title of the map very carefully. List three things you notice about the title that might show the perspective of the map-maker/organization that made the map. (Consider situation, origin, audience, and purpose.)

a. _____

b. _____

c. _____

2. The numbered sections are land cessions. How many cessions of land occurred by 1835?

3. Look at the top right and notice the 2 sections of dates listed. What are the two “periods” that divide the information given about these land cessions?

_____ and _____

4. What 9 territories/colonies, which eventually became states, are listed across the map?

5. Critical Thinking:

Were the Cherokee considered a “nation” with a sovereign, law-making government according to the treaty? Provide evidence from the treaty to support your answer.

How might the location of the Cherokee affect the newly created U.S.? (Consider that the southern lands were used for agriculture, the existence of slavery, and westward expansion.)

THE TREATY:

1. Which treaty have you been assigned? Circle one: 1791 1817 1835

What impression does the treaty give you about relations between the Cherokee and the U.S. at that time? (Examples: tense, peaceful, more positive than negative, more negative than positive, complicated, mixed...) _____

Cite 2-3 statements or parts of statements that provide evidence for your opinion (provide article number and quotation[s]):

2. Which land cession(s) do you think relates to this particular treaty (cite numbers from map)?

3. What evidence is there in the text of the treaty to support this? (Provide article number and quotation[s]):

4. Look at the topics covered by this treaty as shown in the “Margin Notes” at the top of the treaty. You will select 3 topics to investigate and read the corresponding articles closely. One topic has been selected for you. Your two additional choices should be topics that look important and seem to reveal changes in the relationship between the Cherokee and the U.S.

Article Number and Topic	Main Idea (in your own words)	Why is this important? What change does it show?
Treaty of 1791; #14 “United States to make presents” Treaty of 1817; #3 “A Census of the Cherokee Nation to be taken” Treaty of 1835; #1 “Cherokees relinquish to U.S. all their lands east of the Mississippi”		

5. Critical Thinking:

How does this map reflect cooperation and conflict between the Cherokee Nation and the United States?

Do you think the Cherokee might have been able to keep their lands if they had not signed a series of treaties? Why or why not?
