

Teacher Guide for the Lesson on **Trail of Tears**

Standard:
8.5(H)

Content Objective:

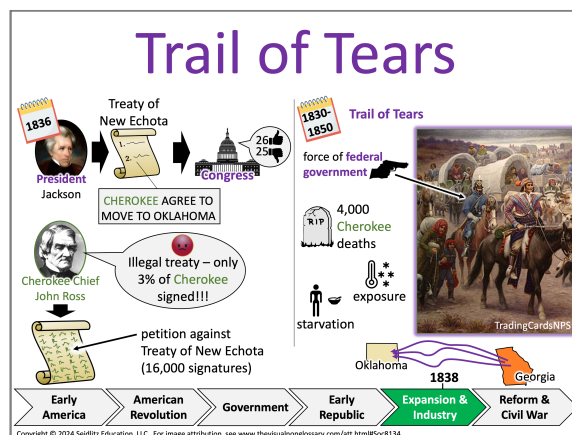
We can explain how the **Indian Removal Act** led to the forced displacement of the Cherokee and other Native American groups and how the **Trail of Tears** impacted their lives.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

Genocide is the intentional act to destroy an entire people. How is the **Trail of Tears** an example of genocide?

*The **Trail of Tears** is example of genocide because...*

Other key vocabulary: [Indian Removal Act](#)



By studying this visual, students might:

Notice	Wonder
<ul style="list-style-type: none"> The Cherokee people are walking long distances by foot and in wagons. 	<ul style="list-style-type: none"> Why were the Cherokee forced to leave their homes?
<ul style="list-style-type: none"> There is snow on the ground, indicating harsh winter conditions. 	<ul style="list-style-type: none"> What role did the government or soldiers play in this event?
<ul style="list-style-type: none"> U.S. soldiers are shown accompanying or overseeing the group. 	<ul style="list-style-type: none"> How far did the Cherokee have to travel?
<ul style="list-style-type: none"> Families, including children and elders, are part of the journey. 	<ul style="list-style-type: none"> What happened to these people after the journey?

<ul style="list-style-type: none"> • The people appear tired, sad, or in distress. 	<ul style="list-style-type: none"> • Did anyone try to stop or protest the removal?
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EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>How did the Trail of Tears occur?</p> <p>The Trail of Tears is related to the Indian Removal Act because...</p>	<p>How was the Trail of Tears related to the Indian Removal Act?</p> <p>The Trail of Tears was related to the Indian Removal Act because...</p>	<p>Genocide is the intentional act to destroy an entire people. How is the Trail of Tears an example of genocide?</p> <p>The Trail of Tears is example of genocide because...</p>

Example Student Responses to the Observational Question

Low-Level	High-Level
<p><i>This image shows Cherokee people walking through the snow with soldiers watching them.</i></p>	<p>This image shows the forced removal of the Cherokee people during the Trail of Tears, where they were made to travel in harsh winter conditions under military supervision.</p>

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).

- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.



Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p>As we read, we'll look for how the Indian Removal Act led to the Trail of Tears, forcing Native Americans off their land, and how those actions impacted Native communities for generations.</p>	<ul style="list-style-type: none"> • What the Supreme Court decided in Worcester v. Georgia • What the Indian Removal Act allowed the President and Congress to do • How the Trail of Tears affected the Cherokee and other tribes • How Native Americans resisted removal • What lasting impacts removal had on Native communities 	<p>How was the Trail of Tears an act of ethnic cleansing, and what lasting harm did it cause Native communities beyond the removal itself?</p> <p><i>The Trail of Tears was an act of ethnic cleansing because... It caused lasting harm by...</i></p>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <p data-bbox="212 302 513 331"><i>Triangle is bottom-left</i></p>	 <p data-bbox="667 302 951 331"><i>Square is bottom-left</i></p>	 <p data-bbox="1127 302 1395 331"><i>Circle is bottom-left</i></p>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.