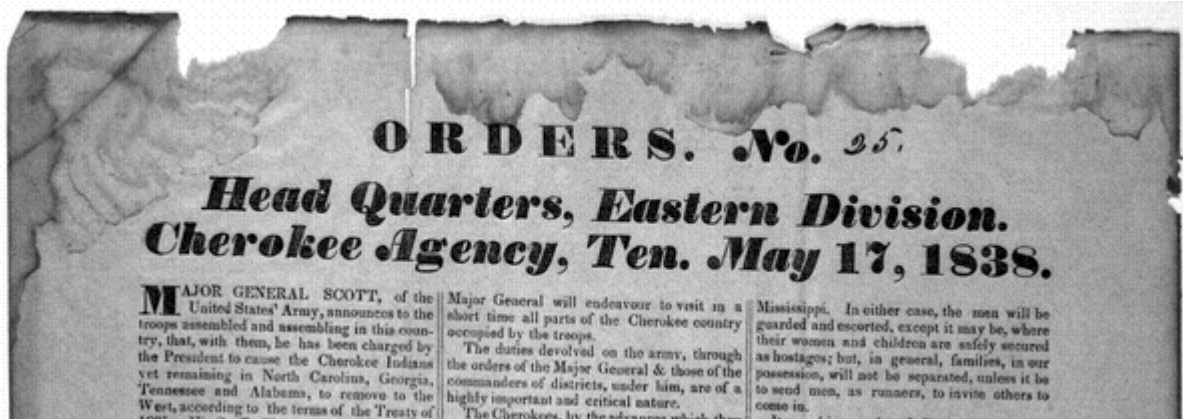


## National History Day Topic: The Cherokee Removal

Developed by: Greg Giardina

Date: December 2, 2013

### Primary Source #1



**Image Title:** Orders No. [25]

**Author:** Head Quarters, Eastern Division Cherokee Agency, Ten.

**Date:** May 17, 1838

**Persistent URL:**

<http://hdl.loc.gov/loc.rbc/rbpe.1740400a>

### Introduction:

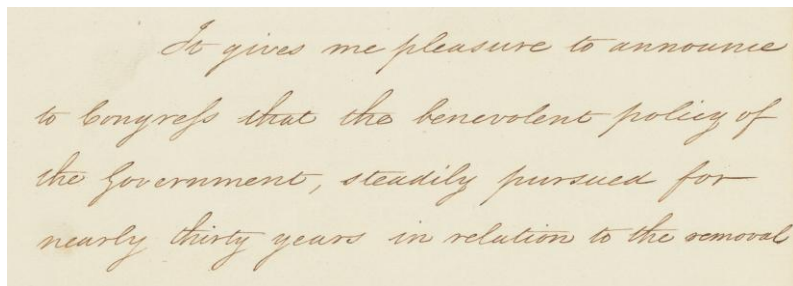
After the War of 1812 the United States entered a period of Nationalism and Self-Determination. The war had cleared most of the hostile Native American groups in the Northwest and the Southwest and most Americans were eager to see the lands between the Appalachian Mountains and the Mississippi River opened up for settlement. The major obstacle to this expansion was the Five Civilized Tribes of the South. The Cherokee, Chickasaw, Choctaw, Creek, and Seminole had all developed advanced cultures because of interaction with European settlers. The Cherokee people had been recognized as a nation by treaty with the United States. They had a written language, a legislature, a constitution, a court system, and a militia. The Cherokee fought their removal all the way to the United States Supreme Court which ruled in their favor. President Jackson refused to enforce the court's ruling and allowed the state of Georgia to remove the Cherokee from their land. The land taken away from the Cherokee was valuable for farming, as a major transportation right of way, as well as being the site of the U.S. Nation's Gold Rush.

The eventual removal of Cherokees and the other Native Americans of the Southeast is often referred to as the "Trail of Tears" The Cherokee were forced to move 1,000 miles west on foot to settle in the Indian Territory, now the state of Oklahoma. Along the way 4,000 Cherokees died from cold, lack of food, shelter, and disease.

### Guiding Historical Question

To what extent did the United States Government have a responsibility to serve the will of the majority even if it would violate the rights of the Cherokee?

### Primary Source #2



**Image Title:** President Jackson's Second Annual Address to Congress

**Date:** December 6, 1830

**Persistent URL:** <http://www.ourdocuments.gov/doc.php?flash=true&doc=25>

### Primary Source #3

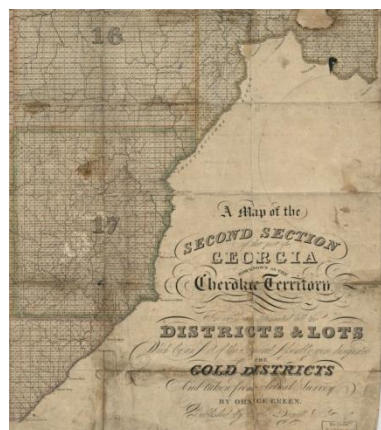


**Image Title:** Circular of the New-York Committee in aid of the Cherokee nation

**Date:** New York, February 10, 1832.

**Persistent URL:**

<http://hdl.loc.gov/loc.rbc/rbpe.11800400>



### Primary Source #4

**Image Title:** A map of the second section of that part of Georgia now known as the Cherokee Territory in which are delineated all the districts & lots which by an act of the General Assembly were designated the Gold Districts and taken from actual survey.

**Author:** Cowles, Daggett & Co.

**Date:** 183?

**Persistent URL:** <http://www.loc.gov/item/82690523>

### Primary Source #5

**Title:** Memorial of the Cherokee Nation

**Author:** Reprinted from "Memorial of the Cherokee Nation," in Nile's Weekly Register, 1830.

**Date:** 1830

**Persistent URL:**

<http://www.cherokee.org/AboutTheNation/History/TrailofTears/MemorialoftheCherokee.aspx>

### Primary Source #6



**Title:** Georgia Land Lottery

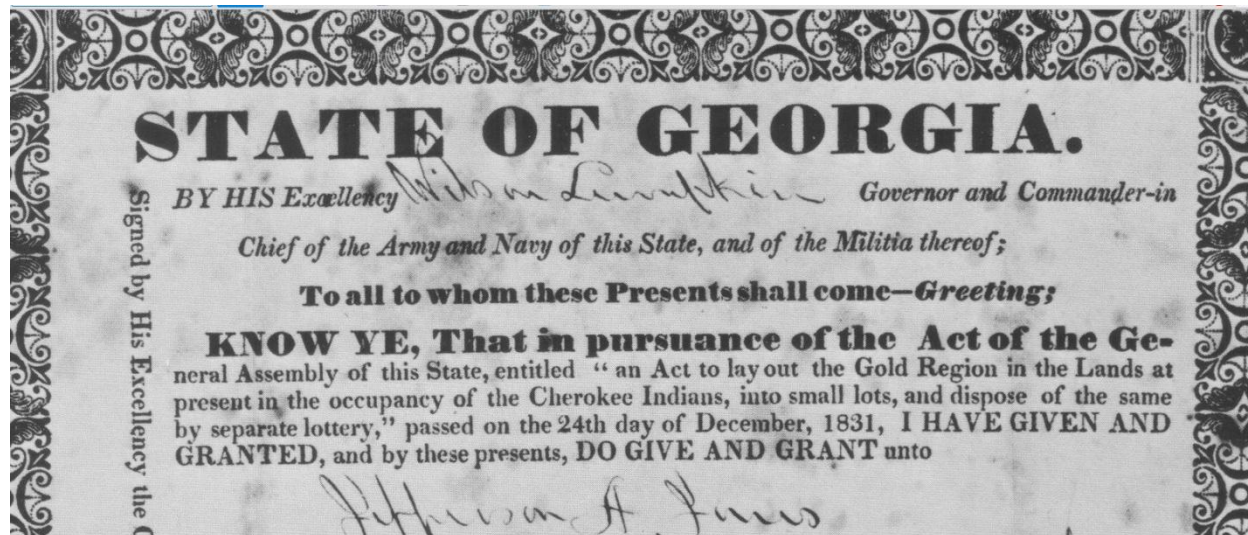
**Author:** Sketch by George I. Parrish Jr.

**Date:** circa 1832.

**Persistent URL:**

<http://www.georgiaencyclopedia.org/file/10859>

### Primary Source #7



**Title:** Georgia Land Lottery Deed

**Date:** 1832

**Persistent URL:** <http://www.accessgenealogy.com/georgia/the-chokeee-land-lottery.htm>

## Secondary Sources

### Secondary Source #1

**Title:** Digital History – Explorations – Indian Removal

**Persistent URL:**

[http://www.digitalhistory.uh.edu/active\\_learning/explorations/indian\\_removal/removal\\_policy.cfm](http://www.digitalhistory.uh.edu/active_learning/explorations/indian_removal/removal_policy.cfm)

### Secondary Source #2

**Title:** New Georgia Encyclopedia – History & Archeology – Antebellum Era, 1800-1860 – Cherokee Removal

**Persistent URL:**

<http://www.georgiaencyclopedia.org/articles/history-archaeology/cherokee-removal>

## Graphic Organizers:

Each of these colored squares is a page in a SmartBoard Notebook file. Students will be able to write on them and convert their writing to text, create graphics around ideas, and then quickly shift between pages for collaboration.

Summarizing - What does the source tell us?

Contextualizing - When, why, and how was the source produced?

Inferencing - What does the source suggest?

Monitoring/Questioning: What else would I like to find out?  
What questions do I now need to ask?

[SCIM Frame](#)

[Corroboration Frame](#)

[Pre-Write Organizer](#)

**SCIM Frame**

**Name of Source:**

---

**Summarizing:**

**Contextualizing:**

**Inferring:**

**Monitoring:**

**Corroboration Frame**

**Name:** \_\_\_\_\_

**Similarities between Sources: (Why)**

**Differences Between Sources: (Why)**

**Accumulated Conclusions:**

**Additional Information Needed (Filling Gaps in Your Account):**

A large, empty rectangular box with a black border, intended for providing additional information to fill gaps in an account. The box is currently blank.



**Pre-Write Organizer**

**Name:** \_\_\_\_\_

