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Project Description
<p>Students will use the "Cherokee Nation" historical marker to start an investigation on how the Cherokee Indians tried to assimilate into white society in the early 19th century. By the end of the project, students will write an editorial response to Andrew Jackson's response to Cherokee Nation.</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What evidence is available that shows how Cherokee adapted to white society in their region? • Identify a similarity with a white cultural practice or idea.
Inquiry Format
<p>Using stations students will investigate the primary and secondary sources provided. Using a graphic organizer, they will identify and summarize each document and write an excerpt from the document or video showing an adaptation the Cherokee made.</p> <p>Once they have completed this the class will read Andrew Jackson's response to the Cherokee Nation. Using the graphic organizer for evidence, each student will write an editorial answering Jackson's response.</p> <p>Alternate option: Students can rewrite the text for the historical marker on the Cherokee Nation to include the evidence they found in their primary/secondary source analysis.</p>
Georgia Standards of Excellence
<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>Information processing skills: identify and main idea in a social studies context; use primary and secondary sources; draw conclusions and make generalizations; determine relevancy of information</p> <p>L6- 8RHSSI: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that</p>

allow for multiple avenues of exploration.

Primary & Secondary Sources to Use

- Treaty of New Echota (1835): Treaty of New Echota 1835 (si.edu)
- Court decision in Cherokee Nation v. Georgia (Oregon.gov)
- Newspaper entry in MA – The Cherokees' Appeal
- Memoir of the Life of Jeremiah Evarts, Late Corresponding Secretary of the American Board of Commissioners for Foreign Missions
- Virtual Learning Journey: Cherokee Nation – Georgia Public Broadcasting
- Andrew Jackson to the Cherokee Tribe, 1835

Expected Outcome/Output for Students

Students will complete a primary source analysis on at least 3 documents provided within the class activity. Students will write an editorial from the perspective of either a white Georgian or a member of the Cherokee in Georgia on why the Cherokee should get to stay on their land or have to leave. The response will refer to at least two different facts attained from the primary/secondary source analysis.

Historical Marker Connections

- Students will write a "six-word story" to describe the Cherokee Nation 's experience.
- Also, the alternate writing option allows them to rewrite the marker.