

Cherokee National Museum

Trail of Tear Exhibit

Teacher's Note: Questions follow the numerical pattern of the text panels.

Literacy



D a	R e	T i	Ꭰ o	Ꭱ u	i v
Ꭶ ga Ꭰ ka	Ꭶ ge	Ꭶ gi	Ꭰ go	Ꭶ gu	E gv
Ꭶ ha	Ꭶ he	Ꭶ hi	Ꭶ ho	Ꭶ hu	Ꭶ hv
Ꭶ la	Ꭶ le	Ꭶ li	Ꭶ lo	Ꭶ lu	Ꭶ lv
Ꭶ ma	Ꭶ me	Ꭶ mi	Ꭶ mo	Ꭶ mu	
Ꭶ na Ꭶ na Ꭶ na	Ꭶ ne	Ꭶ ni	Ꭶ no	Ꭶ nu	Ꭶ nv
Ꭶ qua	Ꭶ que	Ꭶ qui	Ꭶ quo	Ꭶ quu	Ꭶ quv
Ꭶ sa Ꭶ s	Ꭶ se	Ꭶ si	Ꭶ so	Ꭶ su	Ꭶ sv
Ꭶ da Ꭶ ta	Ꭶ de Ꭶ te	Ꭶ di Ꭶ ti	Ꭶ do	Ꭶ du	Ꭶ dv
Ꭶ dia Ꭶ tia	Ꭶ tie	Ꭶ til	Ꭶ tio	Ꭶ tlu	Ꭶ tiv
Ꭶ tsa	Ꭶ tse	Ꭶ tsi	Ꭶ tso	Ꭶ tsu	Ꭶ tsv
Ꭶ wa	Ꭶ we	Ꭶ wi	Ꭶ wo	Ꭶ wu	Ꭶ wv
Ꭶ ya	Ꭶ ye	Ꭶ yi	Ꭶ yo	Ꭶ yu	Ꭶ yv

What is Sequoyah's English name? (2A George Guess)

What was the date of the first Indian newspaper? (2A February 1, 1828)

What is the name of the Cherokee newspaper? (2C Cherokee Phoenix)

What important document was printed on the front page of the first issue of the Cherokee newspaper? (2C Cherokee Constitution)

Playing by the Rules

What year did the Cherokees establish a constitution? (3E
1827)

Bitter Divisions



What was the name of the Cherokee Principal Chief? (4A
John Ross)



Name the three Treaty Party leaders. (4E Major Ridge, John
Ridge, Elias Boudinot)

Trail of Tears

How many Cherokees were driven from their homes? (5
16,000)

The Treaty Trail

What was the name of the treaty in which the Cherokees lost their land? (8A Treaty of New Echota)

Who was the U.S. President in 1828? (7B Andrew Jackson)



A False Hope

How long did it take for the Cherokees to move west? (11A 2 years)

Which general disagreed with how the Cherokees were being treated? (11D John Ellis Wool)

Which General was placed in charge of the Cherokee Removal? (11G General Winfield Scott)

Captivity

How many Cherokees managed to escape or avoid removal? (14D 1,000 avoided removal and 300 escaped)

The Concentration Camps

What was the name of one of the forts where the Cherokees were kept before beginning their removal? (16A Fort Cass)

Title

Name the four other 'civilized' tribes. (18A Choctaw, Chickasaw, Creek (Muskogee), Seminole)

Estimate the length of the Choctaw Route. (19C 350 miles)

Removal



Map courtesy of the Trail of Tears Association

What was the average traveling time? (22A 157 days)

How many different routes were there? Name them. (22B
4 - water route, northern route, Bengé Route and Bell Route)

Removal

*Please do not touch the lifecast sculptures. The oils from your hands will damage them.
You are encouraged to touch the bead wall.*

How many beads are on the wall? (26B 16,000)

What do the beads represent? (26B The number of Cherokee at the time of removal)

What do the black beads represent and how many are there?
(26B Estimated number of deaths on the trail - 2,000)

What do the red beads represent and how many are there?
(26B Additional deaths after the trail or caused by the trail - 2,000)

What do the white beads represent and how many are there?
(26B Survivors, 12,000)

What do the black moccasins represent? (24A That one out of 4 family members did not survive.)

How many statues are there? (9)

What does the pile of rocks represent? (grave)

Study the facial expressions and the position of the bodies of these statues. How do you think these people were feeling?

Starting Over

What year was the Cherokee Advocate newspaper first published in Tahlequah? (29B 1844)

What was the fate of the three leaders of the Treaty Party? (30A execution)

Which president signed the Cherokee land patent? (30C Martin Van Buren)

What was the name of John Ross' home? (31C Rose Cottage)

Education



How was the Cherokee Female Seminary destroyed? (33E Fire)

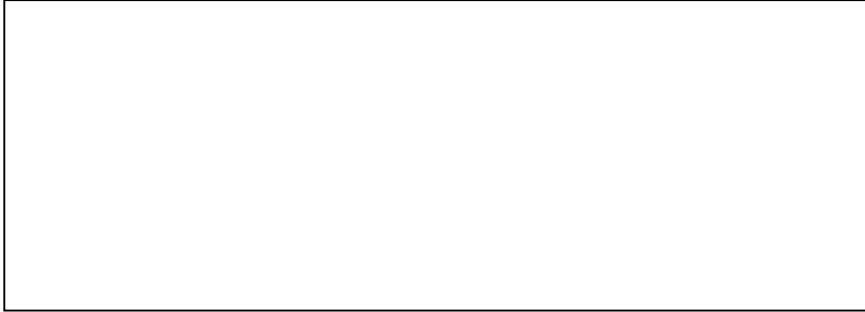
When was the first Cherokee public school established in Indian Territory? (33A 1841)

What was the Seminary's curriculum or classes? (33C Latin, botany, chemistry, physics, music)

Where was the Cherokee Female Seminary located? (Where you are standing!)

Cherokee Flag

Draw a picture of the Cherokee Flag



What is the color of the background? (orange)

What is the date on the flag? (Sept 6, 1839)

Seal of the Cherokee Nation



Original Seal, 1869



Modern Seal

The seal of the Cherokee Nation is a seven pointed star surrounded by a wreath of oak leaves. The oak is a symbol of strength and everlasting life. Two words for Cherokee Nation are written in the Cherokee syllabary. Sept 6, 1839 is the adoption of the Cherokee Constitution and the modern Cherokee Holiday celebrates this event. The seven pointed star stands for the seven clans of the Cherokee. The Cherokee seal was adopted by law and approved by Chief Lewis Downing on December 11, 1871.



What is the name of the wood sculpture made by Willard Stone? (Exodus)

How many tear shapes can you find in this sculpture? (4)

What is the meaning of this sculpture? (heavy load of sorrow and heartache being overcome by courage and determination)

Four Facts

List four facts about Cherokee history that you learned today.

- 1.
- 2.
- 3.
- 4.

Oklahoma State PASS Skills Related to the Museum Guide

SOCIAL STUDIES

Grade 1

Standard 1. The student will develop and practice the process skills of social studies.

5. Describe events and tell whether they belong in the past, present or future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

Standard 4: The student will examine the interaction of the environment and the people of a community.

2. Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of “houses” (e.g., read and discuss children’s literature that has characters and settings

Grade 2

Standard 2: The student will examine communities from a spatial perspective.

5. Locate and identify the following on a map of the United States: Oklahoma, the six surrounding states, the Mississippi River, the Great Lakes region, the Rocky Mountains, the Appalachian Mountains, the Great Plains, and the Atlantic and Pacific Oceans.

4. Study how history involves events and people of other times and places through legends, folktales, and historical accounts (e.g., Paul Revere’s ride, Johnny Appleseed, Betsy Ross, John Henry, and Paul Bunyan) in children’s literature.

5. Identify examples of interesting Americans through exposure to biographies of important people of the past (e.g., George Washington, Sacajawea, and Harriet Tubman).

Standard 4: The student will examine the interaction of the environment and the people of a community.

2. Identify the choices people make about food, clothing, shelter, occupation, transportation, and recreation.

Grade 3

Standard 3: The student will analyze the human characteristics of communities.

1. Investigate through children's literature (e.g., fables, legends, and historical fiction) the cultural similarities and differences among people in different regions, and how they have changed over time.

2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).

Grade 4

Standard 1: The student will develop and practice the process skills of social studies.

2. Construct timelines of events in the development of the regions of the United States.

Standard 4: The student will describe the human systems (e.g., migrations, settlements, cultural mosaics, and economic interdependence) identified with the major regions of the United States, including human interaction with the environment.

1. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.

2. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.

5. Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago.

Standard 5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.

1. Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions (e.g., Sequoyah, the Boomers and the Sooners, and Frank Phillips).

2. Describe major events of Oklahoma's past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.

5. Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

Grade 5

***Standard 1: The student will develop and demonstrate the process skills of social studies.**

2. Construct timelines from significant events in United States history.

Standard 2: The student will describe the early exploration of America. .

2. Identify the impact of the encounter between Native Americans and Europeans.

Standard 7: The student will review and strengthen geographic skills.

3. Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).

4. Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living.

Grade 6

Standard 3: The student will analyze selected cultures which have affected our history.

1. Define the characteristics of culture and the role culture played on the development of the world's peoples.
2. Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.

Grade 7

Standard 4. The student will evaluate the human systems of the world.

4. Recognize and explain the impact of ethnic diversity within countries and major cultural regions.

Grade 8

Standard 2: The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

2. Write on, speak about, and dramatize different historical perspectives of individuals and groups (e.g., settlers, slaves, indentured servants, and slave holders; Patriots and Loyalists; Federalists and Anti-Federalists; political parties; rural and urban dwellers; and peoples of different cultural, economic, and ethnic backgrounds).

*3. Write on, speak about, and dramatize different evaluations of the causes and effects of major events (e.g., the American Revolution, the Constitutional Convention, the Industrial Revolution, westward expansion, the Civil War, and Reconstruction).

Standard 7: The student will examine the significance of the Jacksonian era.

4. Compare and contrast the policies toward Native Americans pursued by presidential administrations through the Jacksonian era, and evaluate the impact on Native Americans of white expansion, including the resistance and removal of the Five Tribes (i.e., Choctaw, Chickasaw, Creek, Seminole, and Cherokee).

OKLAHOMA HISTORY

High School

Standard 1. The student will demonstrate process skills in social studies.

4. Construct and examine timelines of Oklahoma history (e.g., removal and relocation of Native American groups, economic cycles, immigration patterns, and the results of redistricting and statewide elections).

Standard 3. The student will evaluate the social, economic, and political development and contributions of Native Americans from prehistoric settlement through modern times.

1. Identify and describe significant phases of prehistoric cultures, including the Paleo Indians (Clovis points), Archaic Indians (Folsom points), the Mound Builders, and the Plains Tribes.

2. Trace the movement of other North American peoples into present-day Oklahoma, including the Five Tribes, Plains Tribes, and Eastern Tribes.

3. Compare and contrast cultural perspectives (e.g., land ownership and use, agricultural methods, production and distribution of commodities, and trading practices) of Native Americans and European Americans.

4. Identify significant historical and contemporary Native Americans (e.g., John Ross, Sequoyah, Quanah Parker, Jim Thorpe, Will Rogers, the Five Indian Ballerinas, the Kiowa Five, and Wilma Mankiller).

Standard 5. The student will describe the development of constitutional government in Oklahoma.

1. Examine the work of the Dawes Commission and the distribution of lands to non-Native American settlers.

2. Analyze the development of governments among the Native American tribes; the movement towards the all-Indian state of Sequoyah; the movement for single statehood; and the impact and influence of the Enabling Act and the Constitutional Convention.