

### Jackson's Viewpoint

“It will incalculably strengthen the southwestern frontier and render the adjacent states strong enough to repel future invasions without remote aid . . . and enable those states to advance rapidly in population, wealth, and power.”

—Andrew Jackson, explaining the benefits of Indian removal, 1830

◀ Seminole woman

## Indian Removal

### Objectives

- Describe the culture of Native Americans in the Southeast.
- Describe the conflict over land occupied by Native Americans in the Southeast.
- Discuss the forced removal of Native Americans.

### Reading Skill

**Identify Long-Term Effects** Many historical events have long-term effects—lasting effects that build up over time. As you read Section 4, look for events that have long-term effects. Think about why these causes have had such a lasting effect.

### Key Person

Sequoyah

**Why It Matters** As a general, Andrew Jackson won great popularity for his victories over Indians in Georgia and Florida. As President, he worked to remove Native Americans from their homelands. This forced migration still affects Native Americans today.

**Section Focus Question: Why did Jackson use force to remove Indians from the Southeast?**

### Native Americans of the Southeast

When Andrew Jackson became President, more than 100,000 Native Americans still lived east of the Mississippi River. Many were farmers or lived in towns.

The Choctaw, Chickasaw, Cherokee, and Creek nations lived in parts of Mississippi, Alabama, Georgia, North Carolina, and Tennessee. The Seminoles, who lived in Florida, had an unusual origin. They were a combination of Creeks who had moved into Florida, Florida Native Americans, and escaped African American slaves.

The Cherokees had adopted some white customs. Aside from farming, they ran successful businesses, such as grain and lumber mills. Some could speak and read English. Many had converted to Christianity.

The Cherokees even had a written alphabet for their language. It had been created by a learned leader named Sequoyah (seh KWoy uh). In 1827, the Cherokees established a government based on a written constitution. They claimed status as a separate nation. The next year, they started a newspaper in both English and Cherokee.

**Checkpoint** What were some of the customs and ways of life of the Cherokees?

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### Vocabulary Builder

Use the information below to teach students this section's high-use words.

#### High-Use Word Definition and Sample Sentence

**voluntary**, p. 357 *adj.* done willingly, of one's own free will  
Settlers began a huge **voluntary** movement westward.

**quote**, p. 357 *v.* to repeat the exact words spoken or written  
The newspaper **quoted** long excerpts from the President's speech.

## Section 4

### Step-by-Step Instruction

### Review and Preview

Students have learned about the election of Andrew Jackson. Now they will study his policies toward Native Americans.

### Section Focus Question

#### Why did Jackson use force to remove Native Americans from the Southeast?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Whites wanted their land, and Native Americans would not move voluntarily. The government decided that Native Americans stood in the way of westward expansion.*)

### Prepare to Read

#### Build Background Knowledge

Tell students that in this section, they will read how Andrew Jackson used his power as President. Ask students to speculate about whether a President of today could take actions contrary to a Supreme Court decision.

#### Set a Purpose

- Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**All in One Teaching Resources, Unit 3,** Reading Readiness Guide, p. 83

- Use the Numbered Heads strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.

### Answer

**Checkpoint** Many converted to Christianity, spoke English, and ran businesses.

## Teach

### Native Americans of the Southeast

p. 355


L2

#### Instruction

- **Vocabulary Builder** Before teaching this section, preteach the High-Use Words **voluntary** and **quote**, using the strategy on TE p. T21.  
**Key Terms** Have students continue to fill in the See It–Remember It chart for the key terms in this chapter.
- Read Native Americans of the Southeast, using the ReQuest strategy (TE, p. T23).
- Students may have misconceptions about the customs and lifestyle of Native Americans in the 1800s. Based on movies and novels, they may think Indians were only hunters and warriors. Address these impressions when discussing this section. (*Many Cherokees were farmers or businessmen. They had their own schools. Some could read and write English. Many had converted to Christianity.*)
- Discuss the status of the Cherokees in 1827. (*Although they had adapted many white customs, they had their own government with a constitution written in their own language. They claimed status as a separate nation living in the United States.*)

#### Independent Practice


Have students begin filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 4 (Adapted Version also available.)

#### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand how the Cherokees adapted to whites. Provide assistance as needed.

#### Answers

 (a) Cherokee, Choctaw, Chickasaw, Creek, Seminole (b) 525 miles



#### Differentiated Instruction

##### L3 Gifted and Talented

**Retracing the Trail of Tears** Have students work in pairs to plan a walking trip that retraces the Trail of Tears. Tell them to make lists of everything they would need to take in order to get from Georgia to the

Indian Territory by foot. Suggest that one group plan to make the trip in the summer, while another plans for a winter trip. Have groups share their lists.

## Conflict Over Land

To government leaders, the presence of Native Americans in the Southeast stood in the way of westward expansion of the United States. Furthermore, the Native Americans lived on fertile land. White farmers wanted that land for growing cotton.

**Forced Movement** Policies to move Native Americans from their lands dated from the presidency of Thomas Jefferson. Jefferson hoped the movement would be **voluntary**. He believed that moving west was the only way the Native Americans could preserve their cultures.

After the War of 1812, the federal government signed treaties with several Native American groups of the Old Northwest. Under those treaties, the groups gave up their lands and moved west of the Mississippi River.

However, the Native Americans of the Southeast would not move. In 1825, President James Monroe suggested a plan to move all Native Americans living east of the Mississippi to land west of the river. However, nothing came of the plan. Yet, year by year, the pressure on the Native Americans of the Southeast grew. By the 1820s, many white southerners were demanding that Native Americans be removed by force.

In 1825 and 1827, the state of Georgia passed a law forcing the Creeks to give up most of their land. In 1828, Georgia tried to get the Cherokees to do the same. The state said the Cherokees were not a separate nation and they had to move off their land.

**Support for Native Americans** Georgia's actions were challenged in two suits that reached the Supreme Court. The decision in the first suit went against the Cherokees. In *Cherokee Nation v. Georgia* (1831), the Court refused to stop Georgia from enforcing its law. But in *Worcester v. Georgia* (1832), the Court declared that Georgia's laws "can have no force" within Cherokee territory.

Chief Justice John Marshall wrote the Court's majority opinion in *Worcester v. Georgia*. He **quoted** treaties that the United States had signed, guaranteeing certain territory to Native Americans. Under the Constitution, treaties are the supreme law of the land. Therefore, Marshall said, Georgia had no say over Cherokee territory.

Like the state of Georgia, President Jackson wanted to remove the Native Americans from their land. He was furious when he heard of the ruling in *Worcester v. Georgia*. "John Marshall has made his decision," he is reported to have said. "Now let him enforce it!"

Jackson was already putting into effect a federal law called the Indian Removal Act of 1830. The law gave him authority to offer Native American nations land west of the Mississippi in exchange for their lands in the East. It also provided money so the law could be carried out.

**Checkpoint** According to Marshall, why was Georgia barred from applying its laws to Cherokee territory?

### Vocabulary Builder

**voluntary** (VAHL ahn tair ee)  
**adj.** done willingly, of one's own free will

### Vocabulary Builder

**quote** (kwoht) **v.** to repeat the exact words spoken or written

## Conflict Over Land

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### Instruction

L2

- Have students read Conflict Over Land. Remind students to look for details to answer the Section Focus Question.
- Ask: **Why did Jackson want the Native American groups to move?** (*To government leaders, the Native Americans stood in the way of westward expansion.*)
- Discuss the Supreme Court cases involving the Cherokees. Ask: **Which case supported the Cherokees?** (*Worcester v. Georgia*)
- Ask: **In what way do you think Jackson's defiance of the Supreme Court's decision was typical of his history and character?** (*Possible answers: He was used to doing things on his own, as when he attacked Spanish settlements in Florida. He knew that whites would support his decision, and he was accustomed to meeting the general public's wishes.*) Ask: **Why did Jackson enforce the Indian Removal Act of 1830?** (*It was a way to bypass the Court's decision.*)
- Have students look at the map on the opposite page. Ask: **Which Americans had the most to gain with the Indian Removal Act?** (*southerners and westerners*)

### Independent Practice

Have students continue filling in the study guide for this section.



#### Interactive Reading and

**Notetaking Study Guide**, Chapter 10, Section 4 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand how the government leaders made the Native Americans move from their land. Provide assistance as needed.

### Answer

**Checkpoint** Marshall said that the Cherokees had a right to their land because they were a Native American tribe that had treaties with the United States. The state of Georgia could not violate federal laws and treaties.

## History Background

**Georgia's Gold Rush** Cherokee country in northern Georgia was the site of one of the earliest gold rushes in U.S. history. In the early 1800s, gold had been discovered in Georgia near the Cherokee town of Sixes. People began rushing to Georgia in hopes of finding gold. However, the Cherokees inhabited most of the land in the region. Georgia tried to remove them from their

land. The state held lotteries that gave both land and gold rights to whites. But Cherokees were not allowed to mine for gold. By 1830, more than 300 ounces of gold were being mined daily. This rush continued until 1849 when the California gold rush began and many of the miners left the area.

## Explore More Video

### Discovery School Video

This video examines the expulsion of the Cherokee people from their traditional lands in the south-central United States. Although the Cherokees adopted American customs, they were forced to move. Many died on the difficult march to present-day Oklahoma.

## On the Trail of Tears

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### Instruction

L2

- Have students read *On the Trail of Tears*. Remind students to look for the sequence of events.
- Ask: **What step was taken before the actual removal of Native Americans?** (*Native Americans signed treaties giving up their lands and agreed to move to what is now Oklahoma.*)
- Distribute worksheet *Tsali of the Cherokees*. Have students read the excerpt and answer the questions.

**All in One Teaching Resources, Unit 3,**  
*Tsali of the Cherokees*, p. 87

### Independent Practice

Have students complete the study guide for this section.

**Interactive Reading and Notetaking Study Guide**, Chapter 10, Section 4 (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the Trail of Tears. Provide assistance as needed.

Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

**All in One Teaching Resources**, Reading Readiness Guide, p. 83

### Answer

**Interpret Art** Possible answer: The owl represents the “flight” of the Native Americans.

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### Explore More Video

To learn more about the Cherokees’ journey, view the video.

**A Tragic Journey** This painting, *Shadow of the Owl*, by Cherokee artist John Guthrie portrays the Trail of Tears. More than 4,000 Cherokees died along the trail. The tombstone of one of them is shown below. **Critical Thinking: Interpret Art** What do you think the owl in the main picture represents?



### On the Trail of Tears

Believing they had no choice, most Native American leaders signed new treaties giving up their lands. They agreed to move to what was called the Indian Territory. Today most of that area is in the state of Oklahoma.

**Removal of the Choctaws** The Choctaws signed the first treaty in 1830. The Treaty of Dancing Rabbit Creek stated that

“the United States under a grant . . . shall cause to be conveyed to the Choctaw Nation a tract of country west of the Mississippi river . . .”

—Article II, Treaty of Dancing Rabbit Creek, 1830

Closely guarded by American soldiers, the Choctaws moved west between 1831 and 1833.

The federal government did not provide enough tents, food, blankets, shoes, winter clothes, or other supplies. Heavy rain and snow caused enormous suffering. An army lieutenant wrote that one group “walked for 24 hours barefoot through the snow and ice” before reaching shelter.

**Cherokee Removal** The Cherokees held out a few years longer. They were still on their land in 1837 when Jackson left office.

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### Differentiated Instruction

**L1 English Language Learners** **L1 Less Proficient Readers** **L1 Special Needs**

**Exploring the Main Idea** Distribute worksheet *John Burnett and the Trail of Tears* to students. After they complete it, discuss how it might have felt to be either a Cherokee on the Trail of Tears or a soldier

ordered to accompany Cherokees. Have students discuss their reading when reviewing *Trail of Tears*.

**All in One Teaching Resources, Unit 3,**  
*John Burnett and the Trail of Tears*, p. 89

Finally, in 1838, President Martin Van Buren forced the Cherokees to move. In the winter of 1838–39, they went to Indian Territory, guarded by 7,000 soldiers. The route is called the Trail of Tears. A soldier’s description helps explain why:

“On the morning of November 17th, we encountered a terrific sleet and snow storm with freezing temperatures, and from that day until we reached the end of the fateful journey on March the 26th, 1839, the sufferings of the Cherokee were awful. The trail of the exiles was a trail of death.”

—Memoirs of Private John G. Burnett, December 1890

The Cherokees were forced to march hundreds of miles. They had little food or shelter. Many did not survive. Of 15,000 Cherokees who began the trip, 4,000 died along the way.

One group refused to move. The Seminoles fought three wars against removal. However, in the 1840s most Seminoles were forced to move. In their new homes in the Indian Territory, Native Americans struggled to rebuild their lives under very difficult conditions.

**Checkpoint** What mistakes in planning did the government make before removing Native Americans?

**Looking Back and Ahead** Andrew Jackson was determined to be a strong President. He defied the Supreme Court by enforcing the Indian Removal Act. In Section 5, you will learn about his stands against the nation’s bankers and his dramatic actions to save the Union.

**Identify Long-Term Effects**

President Jackson sent federal agents to finalize treaties for Native American removal. Summarize the long-term effects of this policy. Explain how the policy affected the Native Americans in the region.

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Section 4 | **Check Your Progress**

**Comprehension and Critical Thinking**

- (a) **Recall** How did the Supreme Court rule in the case of *Worcester v. Georgia*?  
(b) **Detect Bias** Why do you suppose President Jackson objected to the Court’s decision?
- (a) **Compare and Contrast** Describe the removal of the Choctaws and the Cherokees.  
(b) **Identify Economic Benefits** Why would the Cherokees be particularly opposed to removal from their land?

**Reading Skill**

**3. Identify Long-Term Effects** A long-term effect is an effect that lasts over a long period of time. White farmers wanted the lands belonging to Native Americans of the Southeast. Write three sentences summarizing the long-term effects of this desire for land.

**Writing**

**4.** A paragraph should focus on a single topic. Rewrite the following paragraph to get rid of any sentences that stray from the topic. **Paragraph:** By the 1830s, Native Americans had fought several legal battles over land. Many Native Americans wore traditional clothing. The states tried to make the Native Americans move. However, the Supreme Court decided that states could not force them from their homes.

**Section 4 Check Your Progress**

- (a) It ruled against Georgia. The Cherokees and the United States had signed treaties acknowledging that certain territories were theirs.  
(b) He was determined that Native Americans be moved from land that white settlers wanted.
- (a) Possible answer: The removals were not well prepared for, and the Choctaws and the Cherokees had to walk in winter conditions without enough tents, food, blankets, shoes, winter clothes, or other supplies. Many died from hunger, disease, and cold.  
(b) Possible answer: They had adapted to many white customs and claimed status as a separate nation.
- Possible answer: Native Americans were moved westward. Their lives were very difficult on the new land. Settlers took over their traditional homelands.
- Paragraphs should focus on the main idea.

**Assess and Reteach**

**Assess Progress**

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 3,** p. 96

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,** Chapter 10, Section 4

**Reteach**

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 10, Section 4 (Adapted Version also available.)

**Extend**

Ask students to research the life of Cherokee leader John Ross. Have students share what they have learned in a written or oral report.

**Extend Online**

For: Help in starting this activity  
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**Progress Monitoring Online**

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

**Answers**

**Reading Skill** Five groups of Native Americans were forced to move west. The removals caused great hardship.

**Checkpoint** It did not provide enough tents, food, blankets, shoes, winter clothes, or other supplies.



## Sequoyah and the Cherokee Alphabet

### Build Background Knowledge

L2

Biographies help to understand the role of people in history. Review what students know about the Cherokee Nation and Trail of Tears. Ask: **How did Cherokees adapt to white customs?** (*They farmed, ran businesses, and had schools. Many became Christian, and many could speak and read English.*) Ask if these adaptations benefited Cherokees. Use the Idea Wave strategy to elicit responses (TE, p. T24).

### Reading Skill

Remind students that characters usually have reasons for their actions and that understanding these motives can help us understand a character. As students read, ask them to look for the reasons or motives for Sequoyah's actions.

### Vocabulary Builder Teach Key Terms

L2

Pronounce each word in the Vocabulary Builder list and have students repeat the word. Ask a student to read the definitions. Pair students and have them make flashcards, writing the vocabulary word on one side and the definition on the back. Then have students hold up a card and ask their partner for the definition of the word.

### Instruction

L2

- Using the Structured Silent Reading strategy (TE, p. T22), have students read *Sequoyah and the Cherokee Alphabet*.
- Ask: **How did Sequoyah try to show his friends that books were not only white people's magic?** (*Possible answer: Sequoyah showed them that the Cherokee language could be written.*) Ask: **Why weren't Sequoyah's friends convinced by his demonstration?** (*They thought making up symbols for every Cherokee word would take too long.*) Ask: **How do you think Sequoyah could convince them that the Cherokee language should be written?** (*Answers will vary but should show students' understanding of Sequoyah's strong desire to have a written Cherokee language.*)



## Sequoyah and the Cherokee Alphabet

by Robert Cwiklik

### Prepare to Read

#### Introduction

The leader Sequoyah became convinced that the Cherokee needed a system to write in their own language. The following selection is from a biography of Sequoyah. In this excerpt, Sequoyah becomes interested in the "talking leaves" of an English book.

#### Reading Skill

**Analyze Motivation** A character's motives are the reason for his or her actions. As you read this excerpt, look for clues that tell why Sequoyah wanted the book.

#### Vocabulary Builder

As you read this literature selection, look for the following underlined words:

**leaves** (leevz) *n.* pages or sheets

**wampum belt** (WAHM pum) *n.* belt woven with images made with beads or shells, used to record historic events

**pelts** (pehlts) *n.* animal skins

**bristled** (BRIHS ahld) *v.* became angry

#### Background

The images on the wampum belt were a record of events in Cherokee history. Details like names of people and places were passed down from one medicine man to the next. The medicine men would tell the history of the tribe based on the images on the belt.

Sequoyah picked up the book to examine it. He saw that it was made of thin leaves of paper. Instead of the pictures on a wampum belt, there were marks of some kind on the paper, like the footprints of a crow. And the marks were in neat rows like the rows of corn planted in a garden. When the reader looked at those rows, the leaves of the book "talked" to him. The reader then told his friends what the leaves said. Sequoyah found these talking leaves fascinating.

Sequoyah mentally compared the markings on the talking leaves to the designs on a wampum belt. The colorful belt was much prettier, but the book was filled with many thin leaves, each covered with markings. It must surely "remember" more than the wampum belt. Wu The had told Sequoyah that books made the white people's medicine powerful. She had said that just one of their books of talking leaves could remember more than all the medicine men of Taskigi together. And the white men had many, many such books. This is why Wu The wanted Sequoyah to learn English—so he could learn the secret of the talking leaves, the secret of the white people's powerful medicine.

Sequoyah was so curious about the talking leaves that he bought the book from the hunter for two good deer pelts. The men laughed, thinking they had again cheated an Indian. Sequoyah knew his pelts were worth more in silver than this book. Still he wished to have it. He wanted to ponder the secret of its talking leaves.

Agi Li and Rabbit Eyes kidded Sequoyah as the three hiked home after the rain stopped, "You gave good pelts for a book you cannot even understand," they said, laughing.

Later the boys fell to talking about the talking leaves. "Surely," Rabbit Eyes said, "it was a magic power of the white man to be able to put his speeches into books."

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### Differentiated Instruction

#### L1 English Language Learners

**Comparing Alphabets** Tell students that many languages have different alphabets, such as Greek, Russian, Chinese, and Hebrew. If students are familiar with a non-English alphabet, have them share unique symbols of the language. Have

them compare these symbols to the English letters for any similarities. Point out that Sequoyah developed the alphabet for Cherokees, which allowed them to write their constitution in their own language.

"Surely," Agi Li said, "one must learn the white man's language to gain the power of the talking leaves."

Sequoyah bristled at this. "Bah," he said. "These are mere scratchings, mere crow's prints. It is not magic. I could invent them for the Cherokee language, and we, too, could have our own talking leaves."

The other boys laughed at this. "How can you do such a thing?" asked Agi Li, chuckling.

Sequoyah picked up a flat stone and scratched out a picture of a deer on it with the blade of his knife. "There," he said, showing them the stone. "That means 'deer,' see?" Then Sequoyah drew an arrow through the deer. "And that means 'to hunt a deer,'" he said.

His friends laughed again. "At this rate, you will be scratching on stones until you are an old man, Sequoyah, to make pictures of every word there is in our language. It is impossible. The talking leaves belong to the white man. They are not meant for us."

Sequoyah stood his ground. "You are wrong," he said. "You think the white man has special medicine. That is why you wear his clothes," Sequoyah said, pointing to their trousers and shirts. "Well, our medicine can be just as strong, if we wish it."

From *Sequoyah and the Cherokee Alphabet*, by Robert Cwiklik.  
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**Checkpoint** Why did Wu The want Sequoyah to learn English?



Sequoyah and his Cherokee alphabet



#### Analyze Motivation

At the beginning of the excerpt, Sequoyah's curiosity motivates him to buy the book. What is his motivation for wanting to write his language?



If you liked this story about Sequoyah, you might want to read more about the Cherokees in *The Cherokee Dragon: A Novel of the Real People* by Robert J. Conley. St. Martin's Press. 2000.

#### Analyze LITERATURE

Sequoyah went on to create an alphabet for the Cherokees. Imagine that you are Sequoyah. Write a paragraph explaining to the Cherokees why they should learn to write.

### Instruction (continued)

- Ask: **How do you think being able to write in their own language would benefit the Cherokee people?** (Answers will vary but should show students' understanding of the value and power of literacy.)

### Monitor Progress

Discuss with students the development of Sequoyah's interest in literacy. Ask:

**According to this passage, what first attracted Sequoyah to books?** (Possible answer: Sequoyah saw that the leaves of a book "talked" to a reader and that a book could "remember" more information than a wampum belt.) Ask: **How did Sequoyah pursue his interest in the "talking leaves"?** (Possible answer: He bought the book to study it. Then he began to invent a written alphabet for the Cherokee language.)

**Writing Rubric** Share this writing rubric with students.

- Score 1** Does not address assigned topic and is poorly organized.
- Score 2** Details, arguments, and organization are often unclear or incorrect.
- Score 3** Has organization suited to topic, some appropriate details, some original ideas.
- Score 4** Has clear organization suited to topic, many appropriate details, and original ideas.

**Analyze LITERATURE** Answers will vary, but students should offer 2–3 reasons why the Cherokees should learn to read.

### Answers

**Reading Skill** He wanted to make his people's knowledge as strong as the white people's through reading and writing.

**Checkpoint** Wu wanted Sequoyah to learn English so he would know the secret of white people's medicine.

### History Background

**The Cherokee Syllabary** Sequoyah's first attempt to write the Cherokee language used a separate symbol for each word. When the number of symbols quickly became overwhelming, he tried a new idea. Sequoyah's second system used 85 phonetic symbols to represent syllables

with sounds such as "no," "tsi," and "dla." Using this alphabet of syllables, Sequoyah easily taught his brother-in-law and his daughter to read and write. When he began sharing the alphabet more widely, Cherokee literacy expanded dramatically within weeks.