

WE SHALL REMAIN

TEACHER'S GUIDE

Introduction

This Teacher's Guide offers resources for social studies educators to integrate Native American history into school curricula. It contains:

- a curriculum standards review
- five sections corresponding with the five *We Shall Remain* films:

“After the Mayflower”

“Tecumseh’s Vision”

“Trail of Tears”

“Geronimo”

“Wounded Knee”

The five film-specific sections offer post-viewing questions for analysis and comprehension, a set of discussion questions, plus activities designed to foster student understanding of the important themes and issues that make Native history an essential part of American history.

Teachers will find the following textbook helpful in teaching this material:

R. David Edmunds, Frederick E. Hoxie, and Neal Salisbury

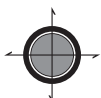
The People: A History of Native America.

Boston: Houghton Mifflin Co., 2007.

NOTE

In the ReelNative section of the *We Shall Remain* website, two of the short films, “Metropolitan Rezervation” by Randy Kemp and “Bad Indians” by Thomas Ryan Red Corn, contain explicit language. This Teacher's Guide does not make reference to those particular films, though it does incorporate other ReelNative pieces. Teachers are advised to preview all materials before using them in the classroom.

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Native American
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Curriculum Standards

The five part PBS series *We Shall Remain* and these support materials for teachers address themes developed by the National Council for the Social Studies Curriculum Standards as well as themes commonly addressed in state social studies content standards.

Relevant themes

- 1 Federalism and the relationship between various branches and types of government, as well as its impact on the rights of groups and individuals.
- 2 The role of the Supreme Court and the principle of judicial review.
- 3 The impact on Native Americans of the arrival and then westward migration of European settlers.
- 4 The relationship between Indian nations and the U.S. government.
- 5 U.S. policies of assimilation, removal, and extermination, as well as Native response and resistance to them.
- 6 The connection of people to place and the impact of geography on events and relationships.
- 7 A critique of the idea of historical inevitability.
- 8 Use of the media and other means of influencing public opinion.
- 9 The idea of citizenship and various ways of petitioning/attempting to influence government, including the role of civil disobedience.
- 10 The demand for resources and the impact of their scarcity.
- 11 The contribution of Native Americans to U.S. history and culture (including military service).
- 12 The civil rights struggle of the last half of the 20th century and the role of Native Americans (including the American Indian Movement).
- 13 The role of religion in American history.
- 14 Differing Native/European concepts of land use and ownership.
- 15 Cultural history (including art, song, and story).
- 16 The role of noteworthy individuals in U.S. history and the relationships between them.
- 17 The tension between America's foundational ideals and the realities of American life.



WE SHALL REMAIN

EPISODE 3: TRAIL OF TEARS

Use this portion of the *We Shall Remain* Teacher's Guide with Episode 3, *Trail of Tears*. Subject matter content: American History, World History, Social Studies



Post-Viewing Questions

Analysis Questions

These analysis questions challenge the student's careful viewing of "Trail of Tears." They can be used as a handout for students to fill out as each answer is revealed in the film.

CHAPTER 1

A Civilized Life

Preserving the Cherokee Nation; John Ross

- 1 Compare the Cherokee nation of John Ridge's youth to that of 1805. What forces threatened his people?
- 2 What was the U.S. government policy of "civilization" and how was it introduced to the Cherokees?
- 3 John Ross was a mixed-blood Cherokee. Describe the various types of people that entered his family's store.



EPISODE 3: TRAIL OF TEARS



CHAPTER 2

Among the White People

John Ridge

- 4 What was Major Ridge's hope for the future?
- 5 Where were John Ridge and Elias Boudinot sent to be educated? What did the assimilated John Ridge tell President James Monroe in his essay?
- 6 What did John Ridge do to win over Sarah's parents and what was the community response in Cornwall to their marriage? How did this change John Ridge?

CHAPTER 3

Cherokee Nation on the Rise

Cherokee literacy, constitution, and sovereignty

- 7 What pressures did John Ross see threatening the Cherokee Nation? What was his reaction to these pressures?
- 8 Who among the Cherokees owned slaves?
- 9 How did the lives of traditional Cherokees differ from that of the Ridge family?
- 10 What did Sequoyah do that no one had ever done before? How did a written language revolutionize Cherokee society?
- 11 In the 1820s how did the Cherokee nation rise and prosper?
- 12 What were some of the elements of the Cherokee constitution that John Ross authored in 1827?
- 13 What effect did strong Cherokee unity and the tribe's declaration of absolute sovereignty of their lands have on the white people of Georgia?

EPISODE 3: TRAIL OF TEARS

CHAPTER 4

"I Ask You, Shall Red Men Live?"

Andrew Jackson, states' rights, and the Indian Removal Bill

- 14 What two events occurred that were disastrous for the Cherokees?
- 15 What was President Andrew Jackson's first priority and how did he accomplish it?
- 16 What did the Cherokees do as other tribes prepared for removal?
- 17 What happened after the Indian Removal Bill passed? How did the state of Georgia respond?
- 18 Newly elected as Principal Chief, John Ross rewrote the blood law. What was its purpose?
- 19 The Cherokees filed more than a dozen suits in federal court; two made it to the Supreme Court. What was the question at the center of those two cases?
- 20 What happened in Worcester v. Georgia? Which Chief Justice of the Supreme Court wrote the opinion?
- 21 John Ridge visited Andrew Jackson at the White House and asked the president if he would force Georgia to comply with the Supreme Court order. What was Jackson's reply?

CHAPTER 5

The Scent of Blood

Rift among Cherokees: Is yielding land inevitable?

- 22 What choice did the Ridges make that set them against John Ross?

CHAPTER 6

Two Years to Leave

Ridge faction signs treaty; Ross petitions to overturn it

- 23 What treaty did the Ridge faction negotiate in defiance of Chief Ross and the National Council? Why did they do this?
- 24 Ross presented to the Senate a petition to overturn the treaty. What happened to it on the Senate floor?

CHAPTER 7

Trail of Tears

The forced migration, revenge, death and loss

- 25 When the majority of Cherokee would not leave their land after the removal deadline passed, how did the U.S. and Georgia governments respond?
- 26 What does Russell G. Townsend say is a "stain...upon our national honor"?
- 27 What ultimately happened to many members of the Ridge faction?

CHAPTER 8

Revenge, death, and loss

- 28 How did the Cherokee Nation fare in Indian Territory under Ross?
- 29 In what respect does writer Jace Weaver think the Cherokees were "lucky"?

Comprehension Questions

These comprehension questions challenge students to make connections and understand the effects of historical circumstances on this particular chapter of history, the cause and effect relationships between historical events and social movements, and the effects of implementation of U.S. policy.

- 1 Whose side did many Indian tribes take in the American Revolution? How did Thomas Jefferson's view of Native peoples change following those events? Examine the Cherokee response in 1776 to American independence. How did this determine the Cherokee nation's direction in the 1800s?
- 2 During the War of 1812, General Andrew Jackson led an army of Tennessee militia and Native American allies (including 500 Cherokee) at the Battle of Horseshoe Bend in 1814 to fight Red Stick Creeks, followers of Tecumseh's call for unity. What were the divisions among the Creek that led to the Creek Civil Wars? What was the outcome of the Battle of Horseshoe Bend? What were the terms of the Treaty of Fort Jackson? What did Jackson's popularity following this war reveal about the attitude of white settlers toward Native peoples at this time?
- 3 What is the Supremacy Clause of the U.S. Constitution? How did trade and the need for more land cause regional differences toward states' rights, and how did this affect Native peoples? Who had jurisdiction over them? What were the pros and cons of states' rights versus federalism?
- 4 As treaty commissioner in 1814, Andrew Jackson played a key role in the use of "civilizing" treaties that introduced competition and division among Indian tribes. How did he implement this policy?
- 5 Between 1800 and 1820 Americans moved west in enormous numbers. What new states came into existence during this time? How did the population change? What tensions did this cause between settlers and Native peoples?
- 6 As trade expanded into the new states, a spirit of nationalism pervaded American politics. How did Andrew Jackson use U.S. government policy toward Native peoples to force the ceding of Florida from the Spanish in 1819? What was the Monroe Doctrine of the 1820s and how did it effect the lands of Native peoples?
- 7 Why did Andrew Jackson's presidential victory in the election of 1828 usher in the "era of the common man"? What political divisions existed in the U.S. at this time? How did geographical regions differ? How did the Jackson presidency transform American politics?
- 8 Before the American Revolution, Thomas Jefferson had believed that Native people were capable of integration into the American system if they adopted white culture. Several decades later, however, Andrew Jackson leaned towards removal of Indian peoples. What forces caused a shift in attitude and federal government policy toward the Native Americans? What role did the invention of the cotton gin play?

REVIEW FILM CHAPTER 4, "I ASK YOU, SHALL RED MEN LIVE?"



Discussion Questions

These discussion questions challenge students to talk aloud with other members of the class to broaden their ideas, challenge arguments, formulate positions on issues, hypothesize the influence of the past on current issues, and differentiate between fact and interpretation.

- 1 Why did John Ross identify himself as Cherokee?
- 2 How did the concept of land ownership differ on Cherokee land from white settlers' lands?
- 3 Why do you think Major Ridge sent "optimistic" reports to U.S. government agents? What were his motives?
- 4 New Englanders were willing to educate Native Americans and quick to condemn the South for Slavery. Why, then, were they so upset by the marriage between John Ridge and Sarah Bird Northrup, while John Ross was able to marry a Cherokee woman without causing controversy?
- 5 From 1830 to 1838, John Ross made repeated trips to Washington, D.C. to try to forestall Indian removal. He met many times with members of Congress and even with President Jackson, with whom he had served in the Creek War. Why was this task so difficult?
- 6 What actions taken by the Georgia legislature following the Indian Removal Bill caused dissension and division among the Cherokee?
- 7 Were there alternatives to the removal policy?
- 8 Why was it more difficult for Native Americans to move from their traditional homelands than for many other Americans who regularly moved west looking for opportunity? Did the Cherokees have any particular or special ties with their homelands that discouraged their removal? What were these ties?
- 9 Why didn't the Cherokee people leave when they were told they had to?
- 10 The conflict between Chief Justice Marshall and Andrew Jackson over Worcester v Georgia and its enforcement illustrates one of the unique characteristics (separation of powers) about the structure of the federal government in the U.S. What is that characteristic and how does this court case exemplify it?



Activities

These activities are designed to help students understand issues related to *We Shall Remain* episode 3, “Trail of Tears.”

Forced Relocation and Its Effects

Students will understand the outcome of U.S. policies of civilization, assimilation, and forced removal during the Jackson administration.

Have a classroom discussion. Ask students if any of them have ever moved to a new location. How did their clothing, food, shelter and lifestyle change as a result of their move -- or did nothing change?

Remind the class that under Jackson and his successor, Martin Van Buren, 70,000 Native people were forced westward. Between 1830 and 1838, most of the Five Civilized Tribes (Cherokee, Choctaw, Seminole, Creek, Chickasaw) were expelled from the southern states and were forced to make their way to Indian Territory formally created by the Indian Intercourse Act of 1834 (the territory that later became Oklahoma). Watch chapter 8, “Trail of Tears.”

After screening the video, review with students: Native American leaders like John Ross opposed forced migration and relocation of their people, and were determined to stay on land to which they had deep ties. Others, like the Ridge faction, agreed to move west in order to live free of interference from whites. Continue the classroom discussion. Have students describe what they would have done under the circumstances.

Native Sovereignty

Have students research the difference between reservations, rancherias and pueblos. How many federally recognized tribes are there? Many tribes do not have reservations, but the federal government holds land “in trust” for them. What does that mean?

USEFUL WEBSITES:

U.S. Department of the Interior: Map of Indian Reservations in the Continental U.S.

<http://www.nps.gov/history/nagpra/DOCUMENTS/ResMapIndex.htm>

U.S. Census Bureau: Census 2000 Tribal Entity Counts

<http://www.census.gov/geo/www/tallies/tallyair.html>

Navajo Nation v. U.S. Forestry Service

<http://www.narf.org/sct/caseindexes/current/navajovusfs.html>

500 Nations.com Tribe Listings

http://500nations.com/500_Tribes.asp

PBS.org: Indian Country Diaries Tribal Sovereignty Lesson Plan

<http://www.pbs.org/indiancountry/educators/sovereignty.html>

Beliefs About Land

Students will understand the profound differences between Native peoples and U.S. settlers in their beliefs about land and concepts of land ownership, and conflicts that arose from these differences.

As a class, review the following three film segments:

- 1 After the Mayflower, chapter 2, The People of the First Light
- 2 Tecumseh’s Vision, chapter 2, Uncertainty and Betrayal
- 3 Trail of Tears, chapter 1, A Civilized Life

Divide the class into four groups: Wampanoag, Shawnees, Cherokees, and Anglo-American settlers. Each group will make a chart of belief systems. What is their idea of creation or a creator? What animals are central to their beliefs and why? What does land mean to them?

Review the charts as a class and discuss whether, given the differences in beliefs between settlers and Native peoples, conflict was inevitable. What would have happened if the Wampanoag had not helped the white settlers, but instead opposed them? Would trade with outsiders inevitably have caused disease and conflict, even without English settlement?

Discuss “hot spots” in the world today where different belief systems contribute to conflicts over land. (Sudan, Israel/Palestine, Congo, Amazon Basin, Burma, Tibet, etc.)

Is it possible for groups with different belief systems to co-exist peacefully?

The Media and Democracy

Students will understand the importance of the *Cherokee Phoenix* as an instrument of resistance and analyze the role of the media in a democracy.

Each student will read issues of the *Cherokee Phoenix* online (<http://library.wcu.edu/CherokeePhoenix>), find an example of one of the following, and present his or her findings to the class:

- a The Cherokees’ determination to retain their lands
- b News on the activities of the Cherokee government
- c Relations with federal and state governments
- d Accounts about Cherokees in Arkansas and elsewhere
- e Social and religious activities
- f Congressional debates over the Indian Removal Act
- g Supreme Court decisions that affected Cherokee rights
- h Georgia actions to assume title to Cherokee lands

As a class, find examples of the changing attitudes of editor Elias Boudinot, who at first was a strong supporter of John Ross, but by 1832 supported the ideas of John Ridge. Why did Boudinot change his allegiance?

As a class, examine the *Cherokee Phoenix* today. What are the headlines? Discuss its similarities and differences to the original newspaper. What is its value to Native peoples today?

Each student will research and find an example of media suppression today. (Examples might include China, Sri Lanka, Russia, Guyana, etc.). Is freedom of the press essential to a democracy?

Indian Removal and the Civil War

Students will understand how sectional differences over Jackson's Indian removal policy prefigured Civil War divisions in the U.S.

- 1 Divide the class into three groups: South, North, and West. Each group will examine and make a chart outlining the positions of their respective region in 1828 regarding:
 - Slavery
 - Voting rights
 - States rights
 - Territorial expansion
 - Immigration
 - Indian removal
 - Westward migration
- 2 Have each group research the positions of their respective region on the same topics in 1850. Compare and contrast your findings. What economic, social and cultural differences led to regional differences?
- 3 As a class, write summary descriptions of the Missouri Compromise of 1820, the Nullification Crisis of 1832, the Compromise of 1850, and the Kansas Nebraska Act of 1854. How did they all postpone sectional problems that ultimately led to the Civil War?
- 4 In 1820, 120,000 Native people lived east of the Mississippi. By 1844, fewer than 30,000 were left, much of their land cleared for Southern agricultural expansion. Discuss as a class: did the decision of the state of Georgia to ignore a U.S. Supreme Court decision supporting Native peoples' sovereignty lead to the South's empowerment to secede from the Union? Can this breakdown in North/South relations be seen as one cause of the Civil War?