



## SUPPORT MATERIALS FOR TEACHERS

# SUGGESTED EXTENDED RESEARCH ACTIVITY

## Going Deeper: Compelling Questions in Social Studies

The [American Indian Textiles](#) video demonstrates how Native peoples in eastern Kentucky made and used textiles in ancient times and how those technologies persist today. It also allows students to consider why it is important to contemporary Cherokee people to conserve and pass on their traditions.

It discusses (briefly) the experiences of the Cherokee and other Native peoples who were forced to leave their homelands in the 1830s. This discussion provides an opportunity for students to explore issues surrounding forced emigration, cultural resiliency, social justice, and the impact of a series of federal laws and acts on Native peoples. It invites students to research past conflicts and injustices. It can also inspire students to want to learn about the lives of contemporary Native peoples and the issues they continue to face. Too often students are unaware of the existence of over 570 sovereign nations within the United States and how the relationships between the United States and these nations have changed over time.

Introduce this activity by watching the [Cultural Reflections](#) video segment and the [Removal Map](#) (video segment or print) to remind students of the impact and scope of Removal. You may also wish to direct students to read the [Choogie Kingfisher Interview Transcript](#). This transcript of the complete interview describes in more detail aspects of Cherokee life and history.

Resources are listed below with brief descriptions so that you can mix and match those that fit your classroom needs and the time you have available.

You can present your students with compelling questions and engage them in developing supporting questions, or you might watch one of the videos together and lead a discussion to guide students to develop their own compelling questions. In either case, you will want to allow time for research and for developing claims with supporting evidence.

If you make the assignment collaborative, you might also guide students to “Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue” (**Social Studies Standards - Fifth Grade: 5.I.CC4**).

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## Resources

### American Indian Removal

#### Cherokee Historical Society, Trail of Tears Association

<https://www.cherokeehistorical.org/learn-more-about-the-cherokee-indian-removal-and-the-tragic-trail-of-tears/>

A moving dramatization of the Trail of Tears, the history leading up to it, and the enduring spirit that keeps the three Cherokee nations (Cherokee Nation, United Keetoowah Band of Cherokee Indians, and Eastern Band of Cherokee Indians) vibrant despite the hardships they have faced.

#### Digital Public Library of America

##### Cherokee Removal and the Trail of Tears

<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears>

This teaching guide helps instructors use a specific primary source set – Cherokee Removal and the Trail of Tears – in the classroom. It offers discussion questions, classroom activities, and primary source analysis tools. It is intended to spark pedagogical creativity by giving a sample approach to the material.

#### Native Knowledge 360 - Smithsonian National Museum of the America Indian

##### The Trail of Tears: A Story of Cherokee Removal

<https://americanindian.si.edu/nk360/removal-cherokee/index.html>

A comprehensive history of the Cherokee people from ancient to contemporary times told through images, interviews, and maps.

##### American Indian Removal: What Does It Mean to Remove a People?

<https://americanindian.si.edu/nk360/removal/index.cshtml#titlePage>

This online lesson provides perspectives from American Indian community members, documents, maps, images, and activities to help students and teachers understand an important and difficult chapter in the history both of Native Nations and the United States. Scroll to begin an exploration of the vast scope and effects of American Indian Removal.

## The Removal of the Muscogee Nation

<https://americanindian.si.edu/nk360/resources/The-Removal-of-the-Muscogee-Nation>

The Muscogee (Creek) Nation is one of many American Indian Nations to lose its lands to the United States. This interactive website uses primary sources, quotes, images, animations, and short videos of contemporary Muscogee people to tell the story of the Muscogee Nation's experience before, during, and after Removal. Explore this resource to increase understanding of the effects of Removal on Native peoples and nations.

## PBS LearningMedia

### Trail of Tears: The Cherokee Fight Against Removal

<https://ket.pbslearningmedia.org/resource/midlit11.soc.splcher/trail-of-tears-the-choerokee-fight-against-removal/>

In this interactive lesson supporting literacy skills, students are introduced to the Cherokees' struggle to remain on their lands in the early 1800s. Students develop their literacy skills as they explore a social studies focus on the assimilation strategy of the Cherokee Nation and its eventual impact on their fate. During this process, students read informational text, learn and practice vocabulary words, and explore content through videos and interactive activities.

### Land Lottery – Cherokee Nation

<https://ket.pbslearningmedia.org/resource/6d94328a-18cb-43b2-b574-10b4f67396ec/land-lottery-choerokee-nation/>

In the 1830s, as Georgia continued to apply pressure on the Cherokee people to move west, land belonging to the Cherokee Nation was divided up into grids. Land parcels were eventually awarded to White settlers in a land lottery.

## Contemporary Cherokee Government and Culture

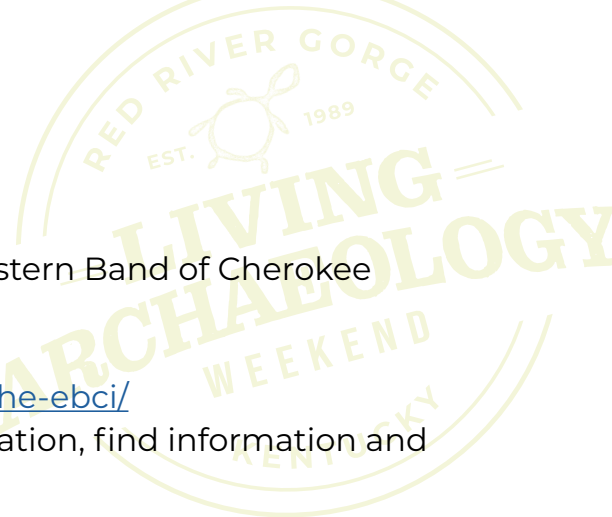
## Cherokee Nation

<https://www.cherokee.org/>

The Our Government tab of the official website of the Cherokee Nation explains their status as a sovereign nation and provides an overview of their government services.

<https://www.cherokee.org/about-the-nation/history/>

The official website of the Cherokee Nation includes a history that extends to 1975 and includes a discussion of the impact of allotment.



## Eastern Band of Cherokee Indians

<https://ebci.com/government/>

The Government tab of the official website of the Eastern Band of Cherokee Indians explains their status as a sovereign nation.

<http://cherokeepreservation.org/who-we-are/about-the-ebci/>

On this website of the Cherokee Preservation Foundation, find information and oral histories about Cherokee history and traditions.

## PBS LearningMedia

**About Cherokee Dance | Native American Culture | PBS LearningMedia**

<https://ket.pbslearningmedia.org/resource/natam.arts.dance.abcherokee/native-american-culture-about-cherokee-dance/>

In this video, John Bullet Standingdeer - a member of the Warriors of AniKituhwa of Cherokee, North Carolina - describes the cultural importance of the ceremonial Eagle Dance, performed by the Warriors of AniKituhwa, and the social Beaver Dance, performed by the Raven Rock Dancers.

## United Keetoowah Band of Cherokee Indians in Oklahoma

<https://www.ukb-nsn.gov/about-us>

<https://www.ukb-nsn.gov/government>

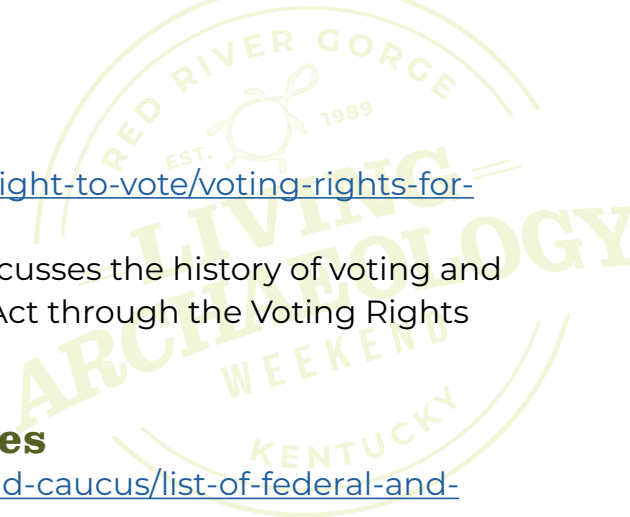
The About Us and the Government tabs of the official website of the United Band of Keetoowah Cherokee Indians in Oklahoma provides information about their history and government. Although they have made their home in Tahlequah, Oklahoma since removal to Indian Territory, they were not granted land in trust until the U.S. Court of Appeals for the Tenth Circuit did so on September 5, 2019.

## Federal Indian Policies

## Legal Resources Library

<https://www.lawinfo.com/resources/native-peoples-law/>

The legal practice area dealing with the sovereignty of American Indian people is often called **Native Peoples Law**. American Indian tribes have been considered sovereign nations since the 1830s, meaning they are self-governing. However, because U.S. law considers them “domestic and dependent,” many efforts have been made to establish relationships between the U.S. and American Indian tribes.



## Library of Congress

<https://www.loc.gov/classroom-materials/elections/right-to-vote/voting-rights-for-native-americans/>

This site, maintained by the Library of Congress, discusses the history of voting and other rights for American Indians from the Dawes Act through the Voting Rights Act and subsequent legislation.

## National Conference of State Legislatures

<https://www.ncsl.org/legislators-staff/legislators/quad-caucus/list-of-federal-and-state-recognized-tribes.aspx>

List of federally and state recognized tribes.

## PBS LearningMedia

### Standing Bear's Footsteps Collection

[https://static.pbslearningmedia.org/media/media\\_files/61a69952-56e0-42b4-a9ed-b4942a6d46de/3ed06ef0-e2ca-43e1-aa86-05f97cfafbba.pdf](https://static.pbslearningmedia.org/media/media_files/61a69952-56e0-42b4-a9ed-b4942a6d46de/3ed06ef0-e2ca-43e1-aa86-05f97cfafbba.pdf)

For an overview of the history of federal Indian policies, teachers might want to review this book chapter by David E. Wilkins and Heidi Kiiwetinepinesiik Stark in *American Indian Politics and the American Political System* (2010).

### The Effect of the Dawes Act on American Indians

<https://ket.pbslearningmedia.org/resource/great-states-montana-5.3/activity/>

Students watch a video about homesteaders taking American Indian land. They learn the history of the Dawes Act and answer the questions about how the Act affected people in Montana.

## United States Justice Department

<https://www.justice.gov/otj>

Maintained by the U.S. Department of Justice, Office of Tribal Justice, this website explains the legal status of American Indian tribes and defines “federal recognition.”

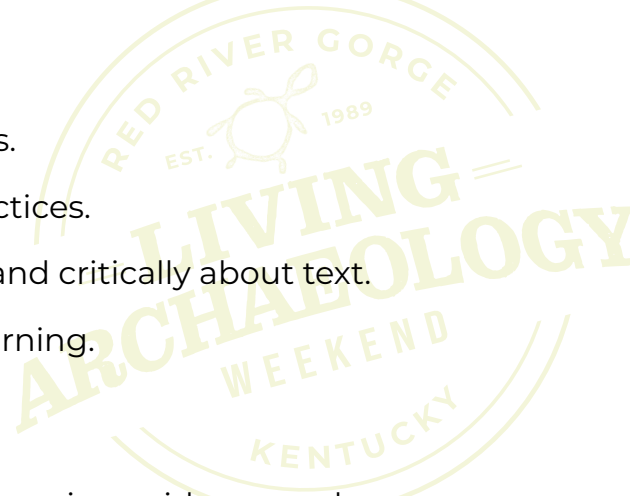
# KENTUCKY ACADEMIC STANDARDS

## Reading and Writing Standards - Guiding Principles for Reading and Composition

- Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
- Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
- Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
- Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

## Reading and Writing Standards - Literacy Practices

1. Recognize that text is anything that communicates a message.
2. Employ, develop and refine schema to understand and create text.
3. View literacy experiences as transactional, interdisciplinary and transformational.
4. Utilize receptive and expressive language arts to better understand self, others and the world.
5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create new meaning.



7. Utilize digital resources to learn and share with others.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.

### **Social Studies Standards - Fourth Grade**

Apply the inquiry practices of questioning, investigating, using evidence and communicating conclusions.

**4.H.CO.1** Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.

**4.I.Q.1** Ask compelling questions about migration and settlement.

**4.I.Q.2** Develop supporting questions to answer compelling questions about migration and settlement.

**4.I.U.E.1** Integrate evidence from two or more sources to answer compelling and supporting questions.

**4.I.U.E.3** Develop claims with evidence to answer compelling and supporting questions.

### **Social Studies Standards - Fifth Grade**

Apply the inquiry practices of questioning, investigating, using evidence and communicating conclusions.

**5.G.HE.1** Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.

**5.G.HI.1** Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.

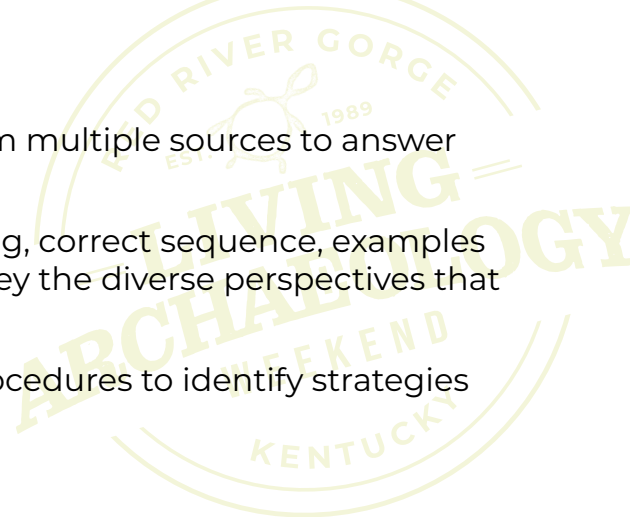
**5.G.HI.2** Analyze how and why cultural characteristics diffuse and blend with migration and settlement.

**5.H.CO.1** Analyze the role conflict and collaboration played in the founding of the United States.

**5.I.Q.1** Ask compelling questions about the founding of the United States.

**5.I.Q.3** Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions

**5.I.U.E.1** Use evidence to develop claims in response to compelling and supporting questions.



**5.I.U.E.3** Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.

**5.I.CC.1** Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.

**5.I.CC.4** Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

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