

SS8H5cd

Georgia's History: Economic Growth & Indian Removal



Standards

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

Teacher Info – Who's & What's

- Print off the Who's & What's handout for each student. (Print front and back to save paper.)
- BEFORE the lesson, have students fill in the squares with what they *think* each term means.
- AFTER the presentation, the students will write down new (factual) information about each term.
- Check the answers as a class.

Who's & What's

Directions: BEFORE the lesson, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p style="text-align: center;">Cotton Gin</p> <p>What I think this means:</p> <p>Definition:</p>	<p style="text-align: center;">Railroads</p> <p>What I think this means:</p> <p>Definition:</p>
<p style="text-align: center;">Creeks</p> <p>What I think this means:</p> <p>Definition:</p>	<p style="text-align: center;">Cherokee</p> <p>Who I think this is:</p> <p>Definition:</p>
<p style="text-align: center;">Alexander McGillivray</p> <p>What I think this means:</p> <p>Definition:</p>	<p style="text-align: center;">William McIntosh</p> <p>Who I think this is:</p> <p>Definition:</p>

Who's & What's

Sequoyah

What I think this means:

Definition:

John Ross

What I think this means:

Definition:

Dahlongega Gold Rush

What I think this means:

Definition:

Worcester V. Georgia

Who I think this is:

Definition:

Andrew Jackson

What I think this means:

Definition:

John Marshall

Who I think this is:

Definition:

Who's & What's

Trail of Tears

What I think this means:

Definition:

Teacher Directions – CLOZE Notes

- The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save paper and ink.)
- Check the answers as a class after the presentation.
- *Please note – the slides in this presentation are content-heavy. Feel free to open the editable file if you'd like to delete anything. I've found that it's better to have too much than not enough!

New Technologies

CLOZE Notes

Cotton Gin

- During the 1800s, Georgia's economy relied heavily on important cash crops: _____, and cotton.
- Cotton became the _____ due to the invention of the _____ by Eli Whitney in 1793.
- The cotton gin involved a system of rollers, teeth, and brushes that separated seeds from cotton
- It increased the rate at which cotton could be _____.
- The cotton gin also increased the _____ because plantation owners needed slaves to harvest all of the cotton.
- Soon, Georgia became one of the _____ in the world.

Cotton Production

- In the 1800s, businessmen established a number of _____ in Georgia.
- Machines in the mills could _____ inexpensively, and the demand for cotton was high.
- The development of the cotton industry led to an important need: a way for cotton to be transported more _____.

Railroads

- Georgia's economic growth relied heavily on the _____.
- The General Assembly chartered _____: The Georgia Railroad Co. (an Athens-Augusta line), the Central of Georgia Railroad Co. (a Savannah-Macon line), and the Monroe Railroad Co. (a Macon-Forsyth line).
- By 1860, there were more than _____ of railroads in Georgia.
- The Western and Atlantic rail line from Chattanooga ended in a town called _____.
- Two other railroads eventually converged there and gave rise to the new, bustling town that served as a _____.
- The name Terminus was changed to Marthasville in 1843, and then _____.
- Within 15 years, Atlanta was the _____ in the South.

Creeks CLOZE Notes

Losing Side

- During the Revolutionary War, many Native Americans in Georgia fought as _____.
- The British _____ taken by white settlers once Britain won the war.
- Once the war was over, Georgians desired to _____ of more and more of their land.

McGillivray

- The Creeks were prominent in southern and western Georgia and did not want to _____.
- Chief _____, son of a Scottish trader and half-French, half-Creek mother, led the Creeks in _____.
- During the Revolutionary War, he led _____ in Georgia and Tennessee.
- In 1790, _____ met with Chief McGillivray in hopes of peacefully settling disputes between Creeks and white Georgians.
- They signed the _____, in which the Creeks gave up some of their land in exchange for a promise that settlers would _____ beyond a certain point.
- It didn't take long for the government to _____ ...

McIntosh

- In 1823, Governor George Troup pressured the federal government to _____ from their remaining land.
- They negotiated with Troup's first cousin, _____, who was the son of a Scottish officer and a Creek woman.
- McIntosh signed the Treaty of Indian Springs in 1825, which _____ to the state of Georgia.

Relocation

- A war party _____ to death and took his scalp, and also murdered several other leaders who signed the treaty.
- By 1827, the Creeks had _____ across the Mississippi River.

Cherokee CLOZE Notes 1

Cherokee

- Georgia's other main Native American tribe was the Cherokee (they lived mainly in _____ and western North Carolina).
- The Cherokee _____ the most.
- They lived in houses, farmed, _____, and some owned slaves.
- The created an advanced society with a constitution and an _____.

Sequoyah

- One of the Cherokees' most famous members was _____, also known as George Gist (his father was a Virginian and his mother a Cherokee).
- He _____ that enabled the tribe to read, write, and publish its own newspaper, called the *Cherokee Phoenix*.
- The newspaper contributed to the _____ because it helped tribe members communicate and share important news.

John Ross

- In 1791, the U.S. government signed a treaty guaranteeing that the Cherokee nation could be independent and have its _____.
- The government was modeled after the _____ and was led by _____.
- He was the son of a Scottish father and _____, part-Scottish mother.

Gold Rush

- In 1829, settlers _____ in north Georgia.
- The Dahlonega Gold Rush was on and _____ flooded into north Georgia to get rich.
- The settlers pressured the Cherokee to _____, and the General Assembly began passing laws _____ to both the land and gold.

Cherokee CLOZE Notes 2

Worcester v. GA

- The General Assembly passed a law that said whites could _____ and they could not live in Cherokee territory without _____ of allegiance to the governor.
- In 1832, a Christian missionary named _____ refused to swear the oath because he felt it was his duty to _____.
- He was _____ but appealed his case all the way to the Supreme Court.

John Marshall

- In 1832, under the leadership of _____, the Supreme Court ruled in _____ in *Worcester v. Georgia*.
- Marshall said that Georgia must set Worcester free because Georgia laws were _____.

Andrew Jackson

- _____ was also frustrated by the decision and chose to _____.
- When Georgia refused to release Worcester, President Jackson said, "John Marshall has made his decision, now _____."
- He _____ and wanted to get the Cherokee _____.

Trail of Tears

- In 1835, the U.S. government forced the Cherokee to sign a treaty _____ in Georgia.
- In 1838, the U.S. Army rounded up _____ and forced them on a _____ to Indian territory in Oklahoma.
- More than _____ men, women, and children died from disease, starvation, and exposure to the cold weather.
- This sad journey is remembered as the _____.

New Technologies

CLOZE Notes = KEY

Cotton Gin

- During the 1800s, Georgia's economy relied heavily on important cash crops: **rice, indigo, tobacco**, and cotton.
- Cotton became the **main cash crop** due to the invention of the **cotton gin** by Eli Whitney in 1793.
- The cotton gin involved a system of rollers, teeth, and brushes that separated seeds from cotton **much faster than by hand**.
- It increased the rate at which cotton could be **produced and sold**.
- The cotton gin also increased the **demand for slavery** because plantation owners needed slaves to harvest all of the cotton.
- Soon, Georgia became one of the **top cotton producers** in the world.

Cotton Production

- In the 1800s, businessmen established a number of **textile mills** in Georgia.
- Machines in the mills could **make cotton into cloth** inexpensively, and the demand for cotton was high.
- The development of the cotton industry led to an important need: a way for cotton to be transported more **easily and efficiently to Savannah**.

Railroads

- Georgia's economic growth relied heavily on the **invention of railroads**.
- The General Assembly chartered **3 rail lines in 1833**: The Georgia Railroad Co. (an Athens-Augusta line), the Central of Georgia Railroad Co. (a Savannah-Macon line), and the Monroe Railroad Co. (a Macon-Forsyth line).
- By 1860, there were more than **1,200 miles** of railroads in Georgia.
- The Western and Atlantic rail line from Chattanooga ended in a town called **Terminus**.
- Two other railroads eventually converged there and gave rise to the new, bustling town that served as a **major connector between the main lines**.
- The name Terminus was changed to Marthasville in 1843, and then to **Atlanta in 1845**.
- Within 15 years, Atlanta was the **center of railroad trade** in the South.

Creeks GLOZE Notes - KEY

Losing Side

- During the Revolutionary War, many Native Americans in Georgia fought as **allies of the British**.
- The British **promised to return land** taken by white settlers once Britain won the war.
- Once the war was over, Georgians desired to **push Native Americans off** of more and more of their land.

McGillivray

- The Creeks were prominent in southern and western Georgia and did not want to **give up their land**.
- Chief **Alexander McGillivray**, son of a Scottish trader and half-French, half-Creek mother, led the Creeks in **resisting white expansion**.
- During the Revolutionary War, he led **raids on settlements** in Georgia and Tennessee.
- In 1790, **President George Washington** met with Chief McGillivray in hopes of peacefully settling disputes between Creeks and white Georgians.
- They signed the **Treaty of New York**, in which the Creeks gave up some of their land in exchange for a promise that settlers would **not move west** beyond a certain point.
- It didn't take long for the government to **break its promise**...

McIntosh

- In 1823, Governor George Troup pressured the federal government to **drive the Creeks** from their remaining land.
- They negotiated with Troup's first cousin, **William McIntosh**, who was the son of a Scottish officer and a Creek woman.
- McIntosh signed the Treaty of Indian Springs in 1825, which **gave up all Creek lands** to the state of Georgia.

Relocation

- A war party **stabbed McIntosh** to death and took his scalp, and also murdered several other leaders who signed the treaty.
- By 1827, the Creeks had **relocated to the wilderness** across the Mississippi River.

Cherokee CLOZE Notes 1

KEY

Cherokee

- Georgia's other main Native American tribe was the Cherokee (they lived mainly in **north Georgia** and western North Carolina).
- The Cherokee **adapted to white culture** the most.
- They lived in houses, farmed, **owned property**, and some owned slaves.
- The created an advanced society with a constitution and an **independent government**.

Sequoyah

- One of the Cherokees' most famous members was **Sequoyah**, also known as George Gist (his father was a Virginian and his mother a Cherokee).
- He **created a Cherokee alphabet** that enabled the tribe to read, write, and publish its own newspaper, called the *Cherokee Phoenix*.
- The newspaper contributed to the **unification of the Cherokee Nation** because it helped tribe members communicate and share important news.

John Ross

- In 1791, the U.S. government signed a treaty guaranteeing that the Cherokee nation could be independent and have its **own government**.
- The government was modeled after the **U.S. federal government** and was led by **Chief John Ross**.
- He was the son of a Scottish father and **part-Cherokee**, part-Scottish mother.

Gold Rush

- In 1829, settlers **discovered gold** in Cherokee territory in north Georgia.
- The Dahlonega Gold Rush was on and **thousands of white settlers** flooded into north Georgia to get rich.
- The settlers pressured the Cherokee to **give up their lands**, and the General Assembly began passing laws **denying the Cherokee rights** to both the land and gold.

Cherokee CLOZE Notes 2

KEY

Worcester v. GA

- The General Assembly passed a law that said whites could **not help the Cherokee** and they could not live in Cherokee territory without **swearing an oath** of allegiance to the governor.
- In 1832, a Christian missionary named **Samuel Worcester** refused to swear the oath because he felt it was his duty to **help the oppressed**.
- He was **sentenced to prison** but appealed his case all the way to the Supreme Court.

John Marshall

- In 1832, under the leadership of **Chief Justice John Marshall**, the Supreme Court ruled in **favor of the Cherokee** in *Worcester v. Georgia*.
- Marshall said that Georgia must set Worcester free because Georgia laws were **not valid in Cherokee territory**.

Andrew Jackson

- **President Andrew Jackson** was also frustrated by the decision and chose to **ignore it**.
- When Georgia refused to release Worcester, President Jackson said, "John Marshall has made his decision, now **let him enforce it**."
- He **believed firmly in Indian removal** and wanted to get the Cherokee **out of Georgia**.

Trail of Tears

- In 1835, the U.S. government forced the Cherokee to sign a treaty **giving up all of their lands** in Georgia.
- In 1838, the U.S. Army rounded up **14,000 Cherokee** and forced them on a **800-mile march** to Indian territory in Oklahoma.
- More than **4,000** men, women, and children died from disease, starvation, and exposure to the cold weather.
- This sad journey is remembered as the **Trail of Tears**.

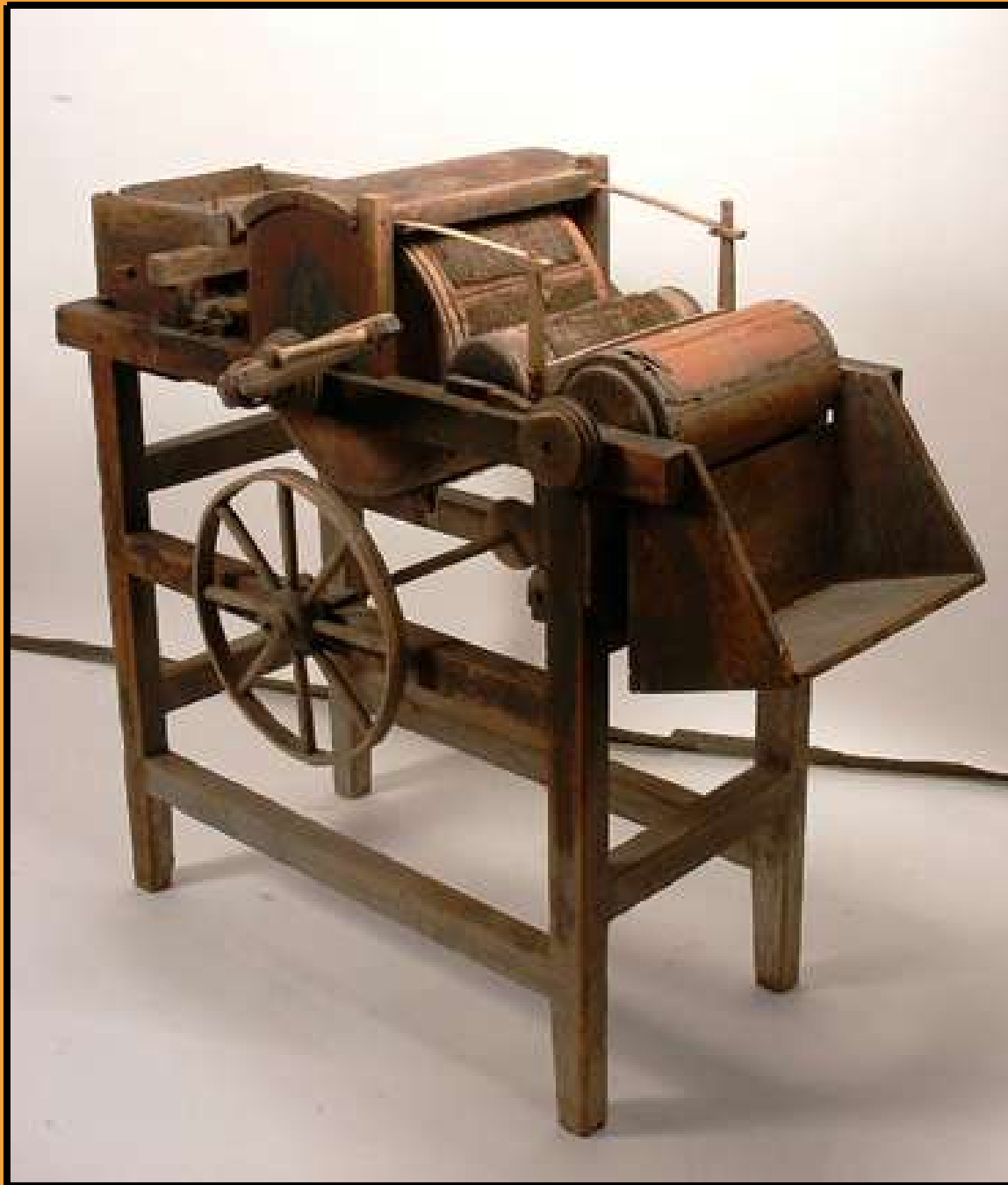
SS8H5c

New Technologies

Cotton Gin

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- Cotton became the main cash crop due to the invention of the cotton gin by Eli Whitney in 1793.
- The cotton gin involved a system of rollers, teeth, and brushes that separated seeds from cotton much faster than by hand.

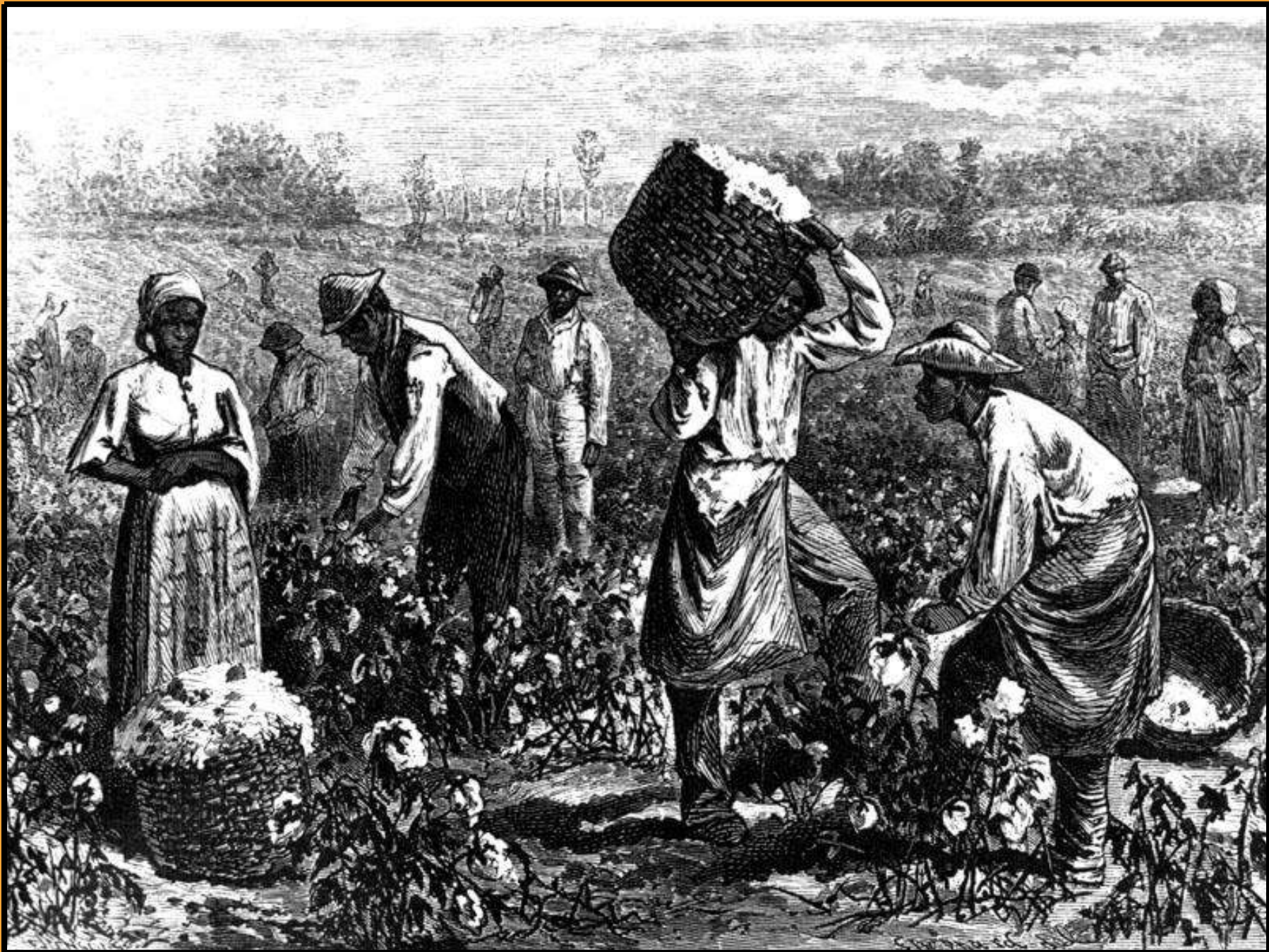
Eli Whitney & Cotton Gin



Cotton Gin

- It increased the rate at which cotton could be produced and sold.
- The cotton gin also increased the demand for slavery because plantation owners needed slaves to harvest all of the cotton.
- Soon, Georgia became one of the top cotton producers in the world.





Cotton Production

- In the 1800s, businessmen established a number of textile mills in Georgia.
- Machines in the mills could make cotton into cloth inexpensively, and the demand for cotton was high.
- The development of the cotton industry led to an important need: a way for cotton to be transported more easily and efficiently to Savannah.



Savannah ranked first as a cotton seaport on the Atlantic and second in the world.

Railroads

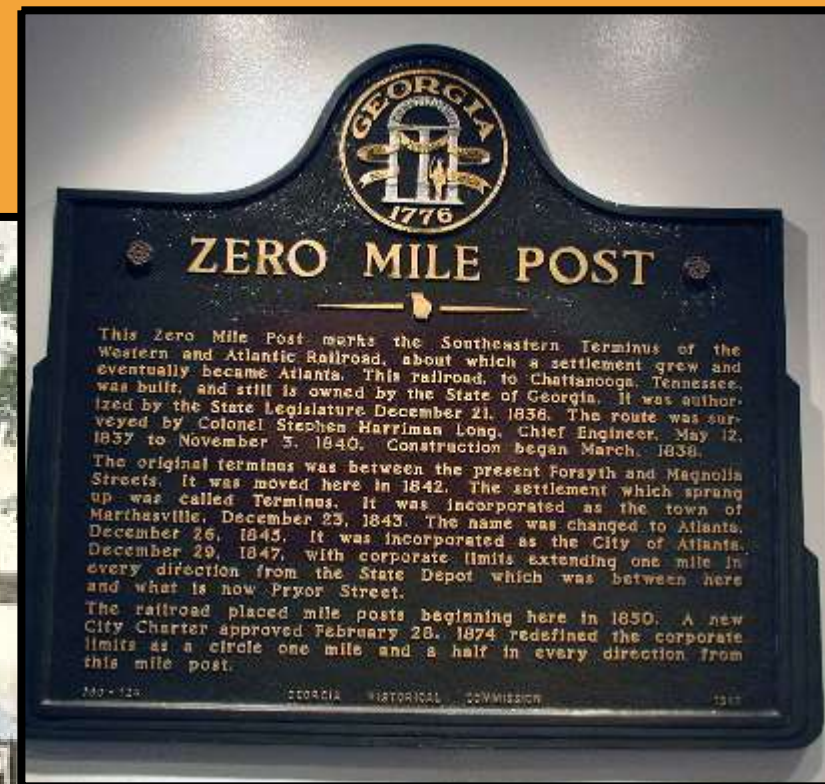
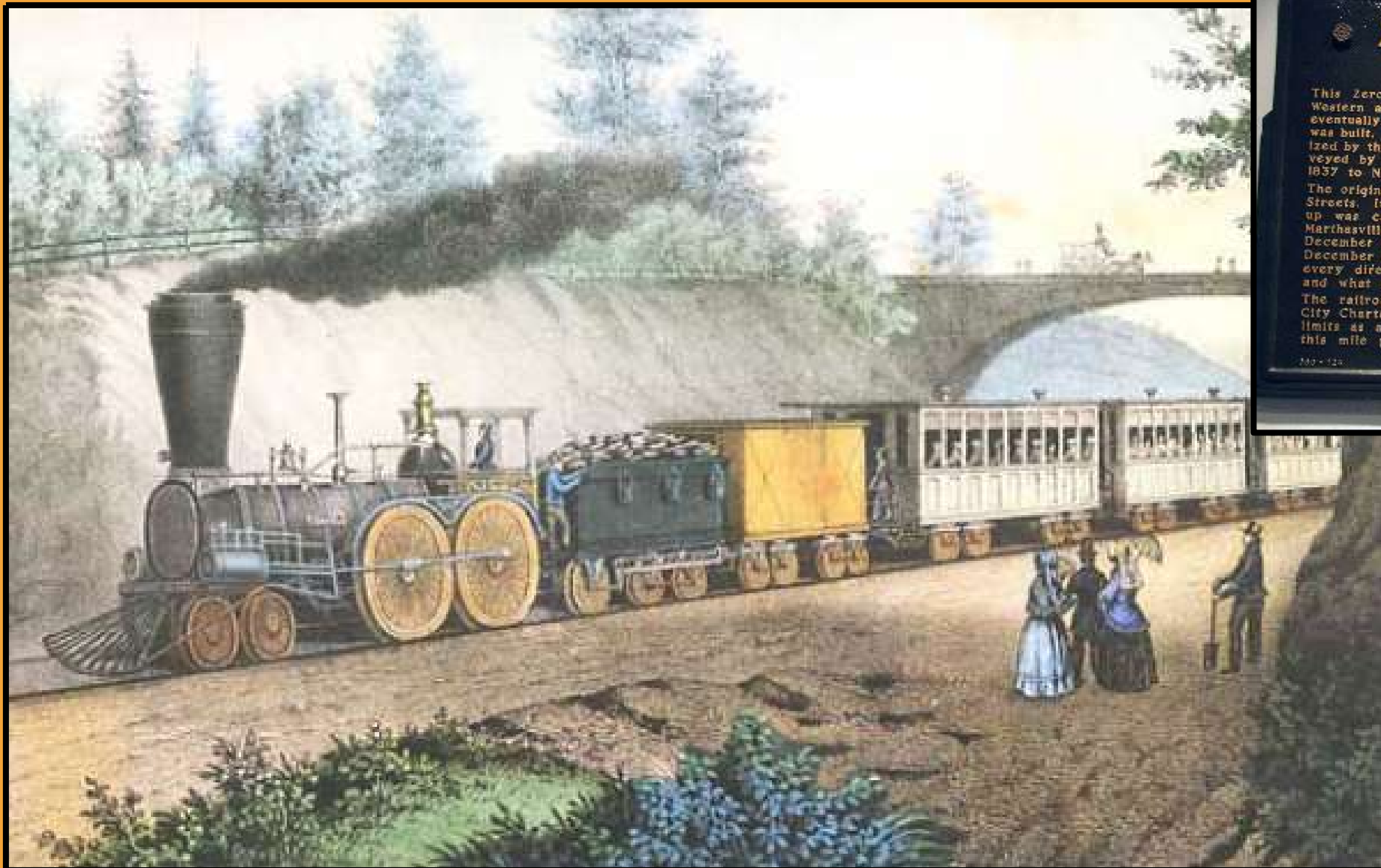
- Georgia's economic growth relied heavily on the invention of railroads.
- The General Assembly chartered 3 rail lines in 1833: The Georgia Railroad Co. (an Athens-Augusta line), the Central of Georgia Railroad Co. (a Savannah-Macon line), and the Monroe Railroad Co. (a Macon-Forsyth line).
- By 1860, there were more than 1,200 miles of railroads in Georgia.

Thousands of cotton bales ready to be shipped on the railroad.



Railroads

- The Western and Atlantic rail line from Chattanooga ended in a town called Terminus.
- Two other railroads eventually converged there and gave rise to the new, bustling town that served as a major connector between the main lines.
- The name Terminus was changed to Marthasville in 1843 , and then to Atlanta in 1845.
- Within 15 years, Atlanta was the center of railroad trade in the South.



SS8H5d

Removal of the Creek & Cherokee

Losing Side

- During the Revolutionary War, many Native Americans in Georgia fought as allies of the British.
- The British promised to return land taken by white settlers once Britain won the war.
- Once the war was over, Georgians desired to push Native Americans off of more and more of their land.

McGillivray

- The Creeks were prominent in southern and western Georgia and did not want to give up their land.
- Chief Alexander McGillivray, son of a Scottish trader and half-French, half-Creek mother, led the Creeks in resisting white expansion.
- During the Revolutionary War, he led raids on settlements in Georgia and Tennessee.



Chief Alexander
McGillivray

McGillivray

- In 1790, President George Washington met with Chief McGillivray in hopes of peacefully settling disputes between Creeks and white Georgians.
- They signed the *Treaty of New York*, in which the Creeks gave up some of their land in exchange for a promise that settlers would not move west beyond a certain point.
- It didn't take long for the government to break its promise...

McIntosh

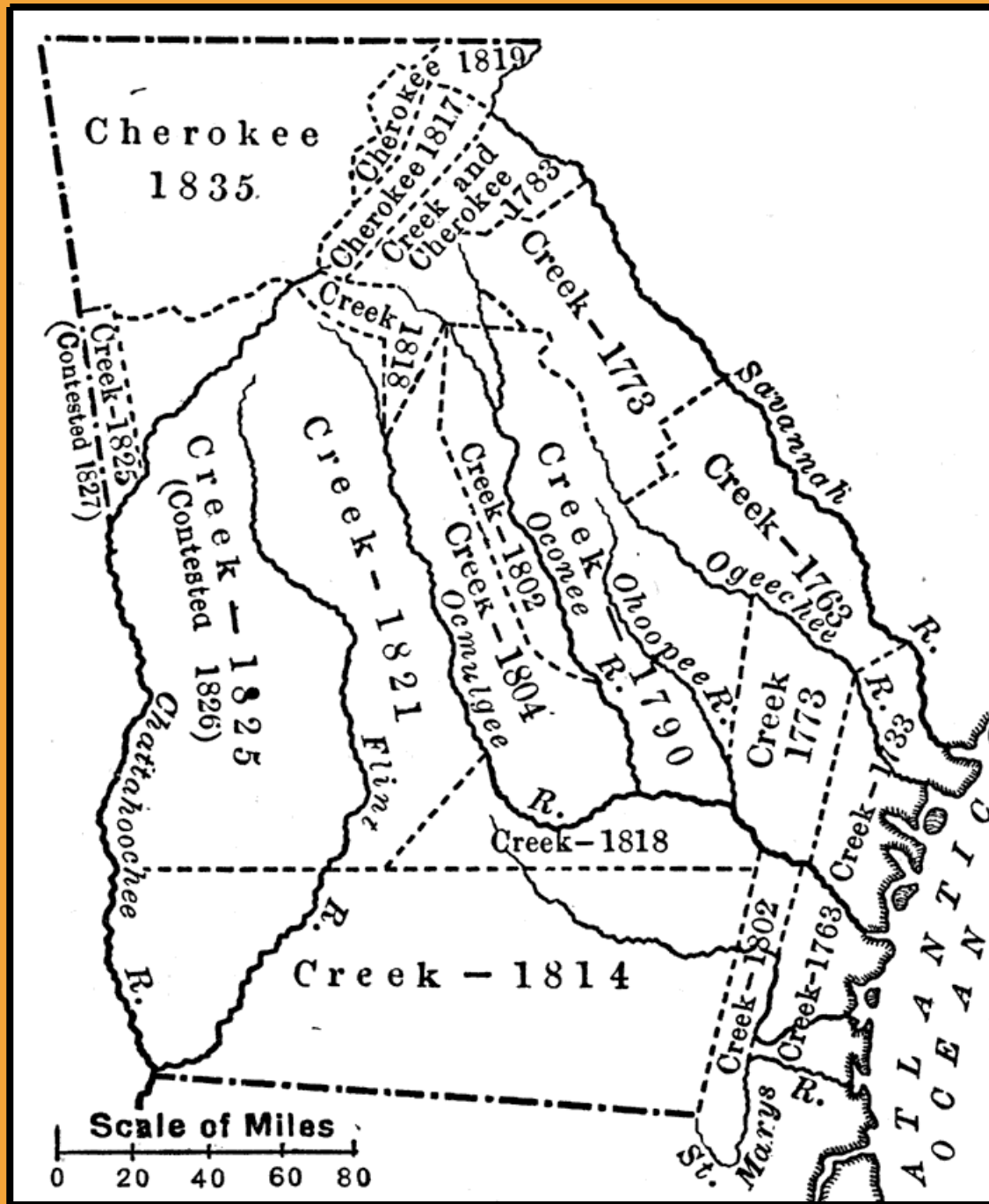
- In 1823, Governor George Troup pressured the federal government to drive the Creeks from their remaining land.
- They negotiated with Troup's first cousin, William McIntosh, who was the son of a Scottish officer and a Creek woman.
- McIntosh signed the Treaty of Indian Springs in 1825, which gave up all Creek lands to the state of Georgia.

Chief William McIntosh



Relocation

- The treaty greatly angered the Creek people.
- A war party stabbed McIntosh to death and took his scalp, and also murdered several other leaders who signed the treaty.
- By 1827, the Creeks had relocated to the wilderness across the Mississippi River.



Indian Cessions in Georgia, 1733-1835

Cherokee

- Georgia's other main Native American tribe was the Cherokee (they lived mainly in north Georgia and western North Carolina).
- The Cherokee adapted to white culture the most.
 - They lived in houses, farmed, owned property, and some owned slaves.
- They created an advanced society with a constitution and an independent government.



Cherokee Nation

CONSTITUTION
 OF THE
CHEROKEE NATION,

FORMED BY A CONVENTION OF DELEGATES FROM THE
 SEVERAL DISTRICTS, AT
NEW ECHOA, JULY 1827.

JEFFERSON GWY CUTTS,
 LAWYER, PRINTED AND SOLD, JUNE 24TH 1827 CHALMERS.

We, THE REPRESENTA- DE ENO' DOLIP ASAI AA-
 TIVES of the people of the MW, GWY SO-OT AYATSA,
 CHEROKEE NATION in Con- SOTAT AYATSAIS, DE AS O'
 vention assembled, in order YODIOWAIS, DE OR TAREW-
 to establish justice, ensure ALI PE ZBI GWY ASAI KVA-
 tranquility, promote our SALLIS, OOW' SYBELLICAI-
 common welfare, and se- A ATA KYOOT KREOWY, DE
 cure to ourselves and our KPE OAT' TOWAI KREOWAI-
 posterity the blessings of S. KYWOWA, AD JEDG'PACI
 liberty; acknowledging with GWY OOTE OKEO. SALLIS
 humility and gratitude the RA, LEOW' OEWGA, SOTAT;
 goodness of the sovereign DE SOPREWE OAY TOWALUP
 Ruler of the Universe, in BY AD OAY TOWAI KYTOWE-
 offering us an opportunity AI KESPELIS, DE OAY OY-
 favorable to the design, and SALLIS, DE SOTAT, OAW'
 and imploring his aid and direc- AL.
 tion in its accomplishment,
 do ordain and establish this

Sequoyah

- One of the Cherokees' most famous members was Sequoyah, also known as George Gist (his father was a Virginian and his mother a Cherokee).
- He created a Cherokee alphabet that enabled the tribe to read, write, and publish its own newspaper, called the *Cherokee Phoenix*.
- The newspaper contributed to the unification of the Cherokee Nation because it helped tribe members communicate and share important news.

Sequoyah & the Cherokee Phoenix



John Ross

- In 1791, the U.S. government signed a treaty guaranteeing that the Cherokee nation could be independent and have its own government.
- The government was modeled after the U.S. federal government and was led by Chief John Ross.
- He was the son of a Scottish father and part-Cherokee, part-Scottish mother.

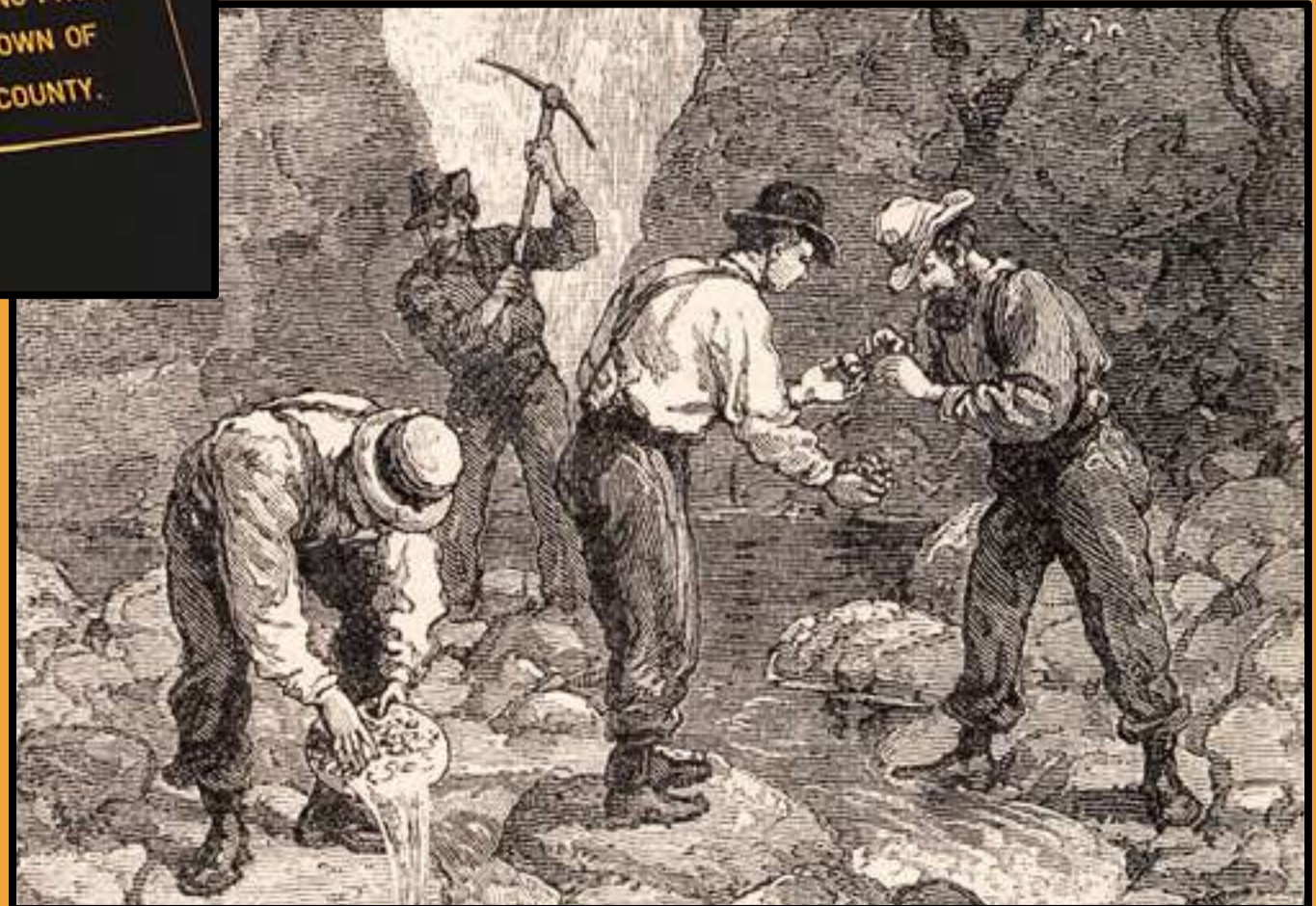


John Ross

Gold Rush

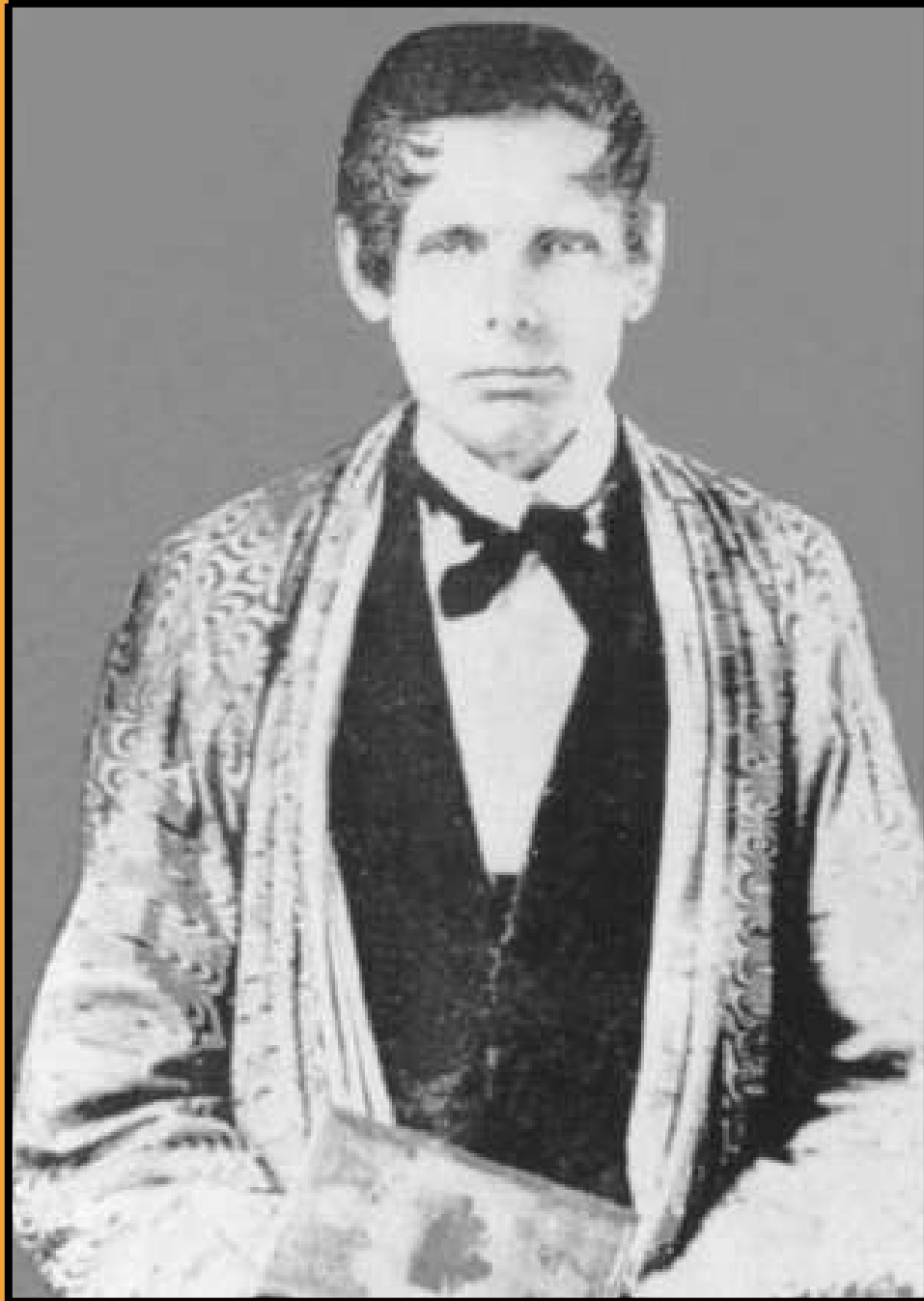
- In 1829, settlers discovered gold in Cherokee territory in north Georgia.
- The Dahlonega Gold Rush was on and thousands of white settlers flooded into north Georgia to get rich.
- The settlers pressured the Cherokee to give up their lands, and the General Assembly began passing laws denying the Cherokee rights to both the land and gold.

Dahlongega Gold Rush



Worcester v. GA

- The General Assembly passed a law that said whites could not help the Cherokee and they could not live in Cherokee territory without swearing an oath of allegiance to the governor.
- In 1832, a Christian missionary named Samuel Worcester refused to swear the oath because he felt it was his duty to help the oppressed.
- He was sentenced to prison but appealed his case all the way to the Supreme Court.

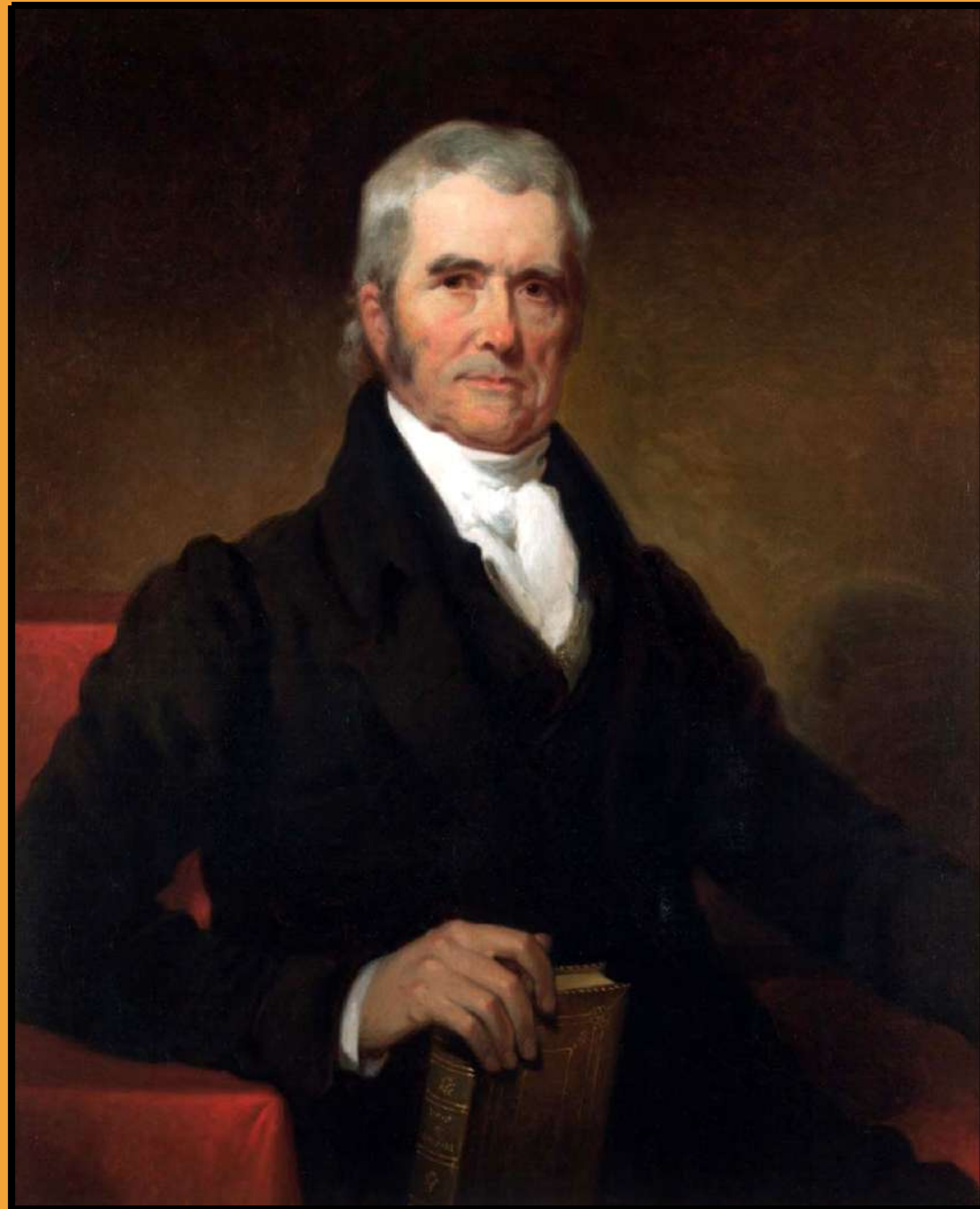


Samuel Worcester

John Marshall

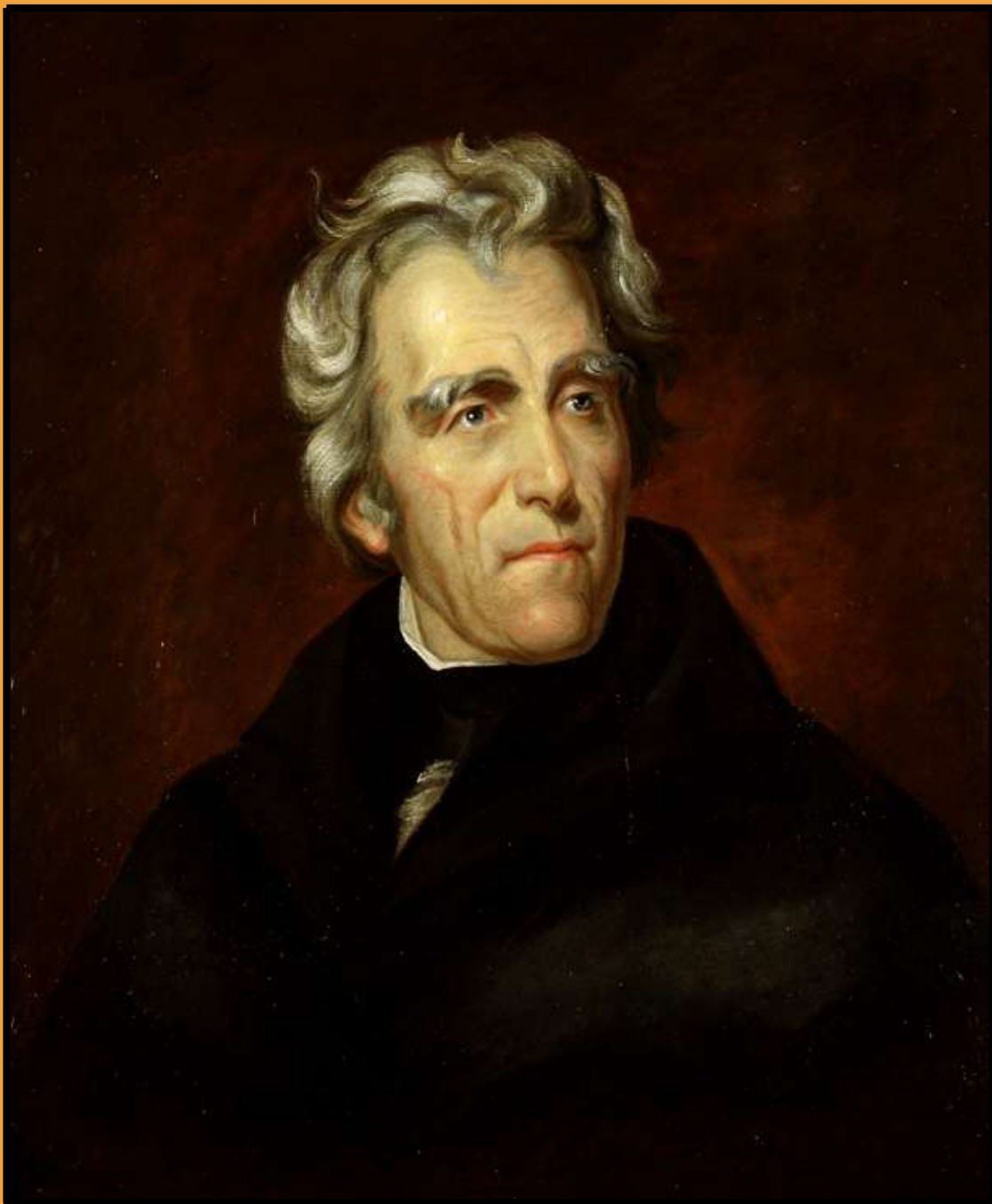
- In 1832, under the leadership of Chief Justice John Marshall, the Supreme Court ruled in favor of the Cherokee in *Worcester v. Georgia*.
- Marshall said that Georgia must set Worcester free because Georgia laws were not valid in Cherokee territory.
- Georgia's government was enraged by the ruling.

Chief Justice John Marshall



Andrew Jackson

- President Andrew Jackson was also frustrated by the decision and chose to ignore it.
- When Georgia refused to release Worcester, President Jackson said, “John Marshall has made his decision, now let him enforce it.”
- He believed firmly in Indian removal and wanted to get the Cherokee out of Georgia.



President Andrew
Jackson

Trail of Tears

- In 1835, the U.S. government forced the Cherokee to sign a treaty giving up all of their lands in Georgia.
- In 1838, the U.S. Army rounded up 14,000 Cherokee and forced them on a 800-mile march to Indian territory in Oklahoma.
- More than 4,000 men, women, and children died from disease, starvation, and exposure to the cold weather.
- This sad journey is remembered as the *Trail of Tears*.



TRAIL OF TEARS

The New Echota Treaty of 1835 relinquished Cherokee Indian claims to lands east of the Mississippi River. The majority of the Cherokee people considered the treaty fraudulent and refused to leave their homelands in Georgia, Alabama, North Carolina, and Tennessee. 7,000 Federal and State troops were ordered into the Cherokee Nation to forcibly evict the Indians. On May 26, 1838, the roundup began. Over 15,000 Cherokees were forced from their homes at gunpoint and imprisoned in stockades until removal to the west could take place. 2,700 left by boat in June 1838, but, due to many deaths and sickness, removal was suspended until cooler weather. Most of the remaining 13,000 Cherokees left by wagon, horseback, or on foot during October and November, 1838, on an 800 mile route through Tennessee, Kentucky, Illinois, Missouri, and Arkansas. They arrived in what is now eastern Oklahoma during January, February, and March, 1839. Disease, exposure, and starvation may have claimed as many as 4,000 Cherokee lives during the course of capture, imprisonment, and removal. The ordeal has become known as the Trail of Tears.

084-09 GEORGIA HISTORIC MARKER 122



Trail of Tears National Historic Trail:Land Route —Water Route —Other Major Routes



Teacher Info – Comprehension Questions

- Students should answer the questions after discussing the presentation. Afterwards, check and share answers as a class.
- *You can also use this as a quiz!

Comprehension Questions

1. Georgia's cotton was shipped from which coastal city?
2. Which invention greatly increased cotton production?
3. Which city became the center of railroad traffic in the South?
4. Which side did Georgia's Native American tribes side with during the Revolutionary War? Why?
5. Which Creek leader agreed to cede Creek land in Georgia in 1790?
6. Why was William McIntosh murdered by fellow Creeks?
7. What significant contribution did Sequoyah make to Cherokee history?
8. How did the Dahlonega Gold Rush impact the Cherokee?
9. What was Chief Justice John Marshall's ruling in *Worcester v. Georgia*?
10. What was the "Trail of Tears"?

Comprehension

Questions - KEY

1. Georgia's cotton was shipped from which coastal city?
Savannah
2. Which invention greatly increased cotton production?
Cotton gin
3. Which city became the center of railroad traffic in the South?
Atlanta (Terminus, Marthasville)
4. Which side did Georgia's Native American tribes side with during the Revolutionary War? Why?
British; they promised to return their lands
5. Which Creek leader agreed to cede Creek land in Georgia in 1790?
Andrew McGillivray
6. Why was William McIntosh murdered by fellow Creeks?
He signed a treaty to give up all Creek land in Georgia.
7. What significant contribution did Sequoyah make to Cherokee history?
He created a Cherokee alphabet that enabled the tribe to read and write.
8. How did the Dahlonega Gold Rush impact the Cherokee?
Thousands of white settlers put more pressure on the Cherokee to give up their land.
9. What was Chief Justice John Marshall's ruling in Worcester v. Georgia?
Ruled that GA must set Worcester free because state laws were not valid in Cherokee territories
10. What was the "Trail of Tears"?
Federal soldiers marched 14,000 Cherokee 800 miles to Oklahoma; more than 4,000 died from harsh weather, disease, and starvation

Teacher Info – History Advertisement

- The students will create an advertisement for a technological advancement in Georgia's history (either the cotton gin or railroads).
- The advertisement should include a colorful drawing, description of what the product does, how it has impacted Georgia's economy and why a consumer should buy it, the price, and a customer review.

Price

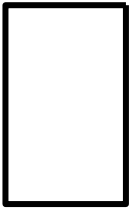
History

Advertisement

Draw an illustration of the invention (either the cotton gin or railroads).

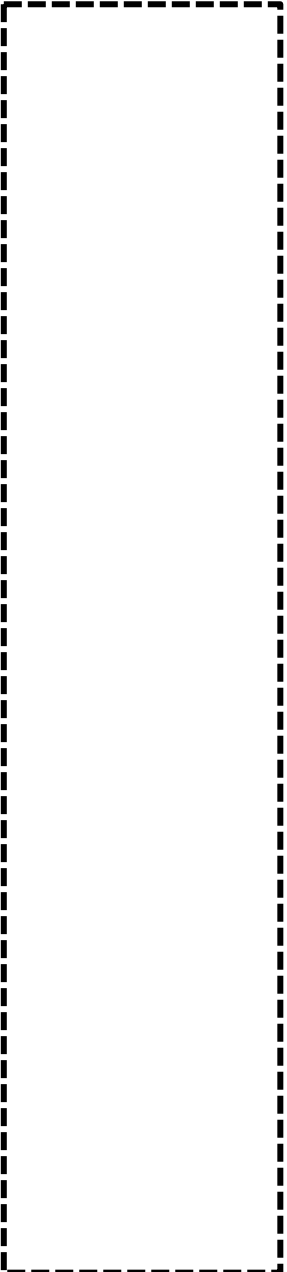
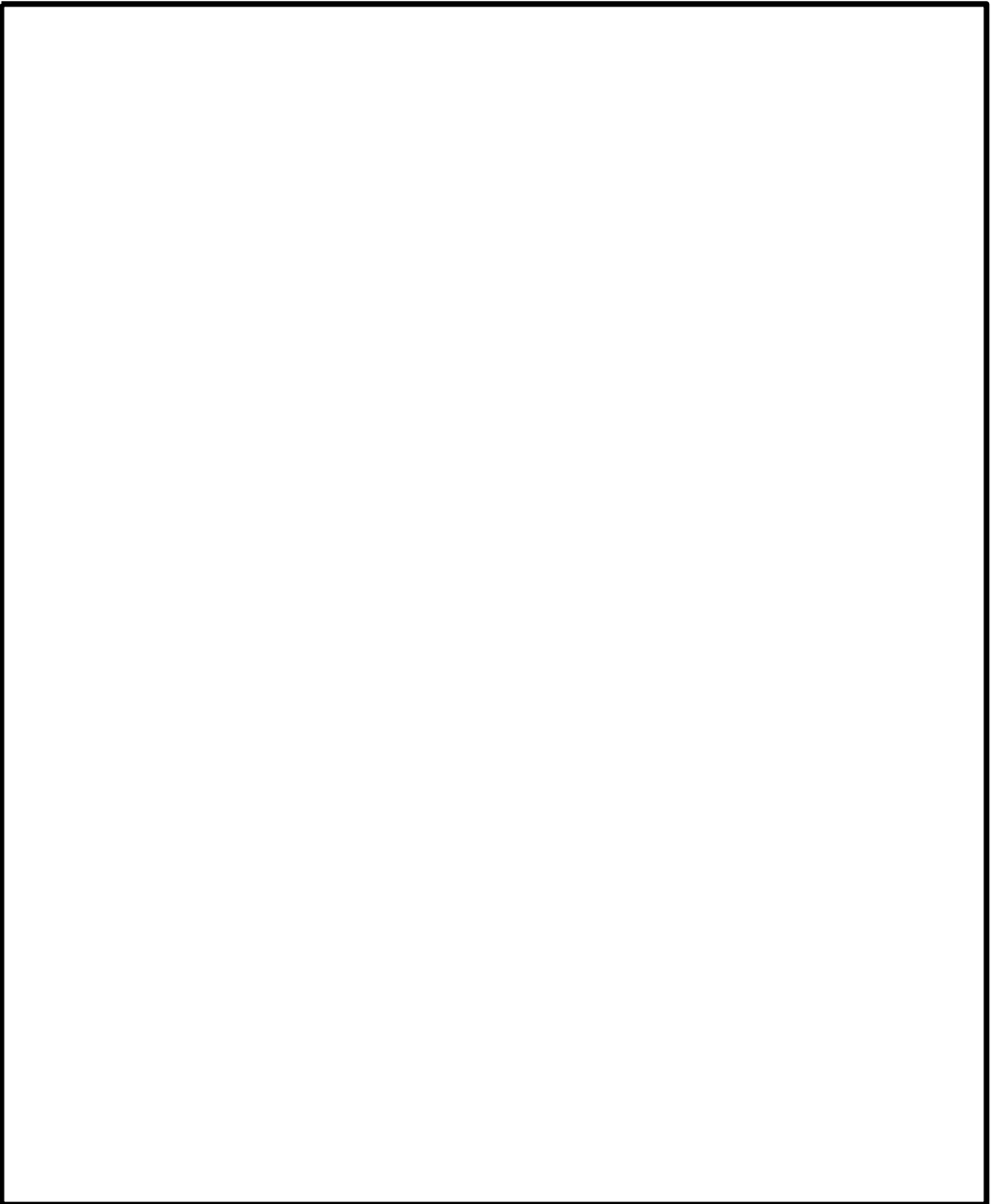
Create an advertisement for a technological advancement in Georgia's history. Your ad should tell people what the invention does and why they need to buy it. (How has it impacted Georgia's economy?)

Write a customer review. (How would the invention help someone in GA?)



History

Advertisement



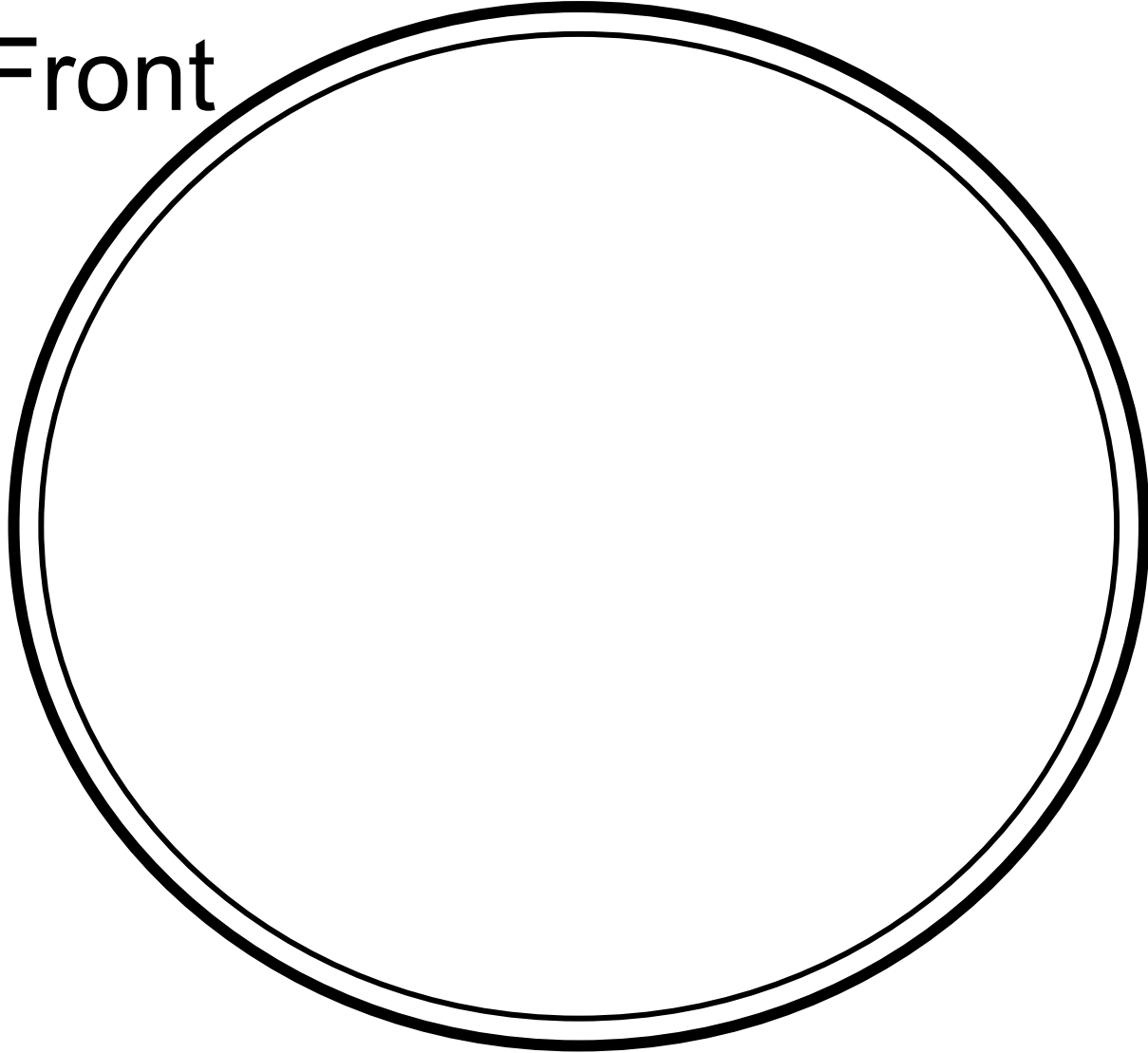
Teacher Info – Commemorative Coin

- Print off the Commemorative Coin handout for each student.
- Front of Coin: The students will design a coin to represent either the Creek or Cherokee Indians in Georgia (during this time period).
- Back of Coin: They will write a paragraph that describes the design and why it is significant to Georgia's history.

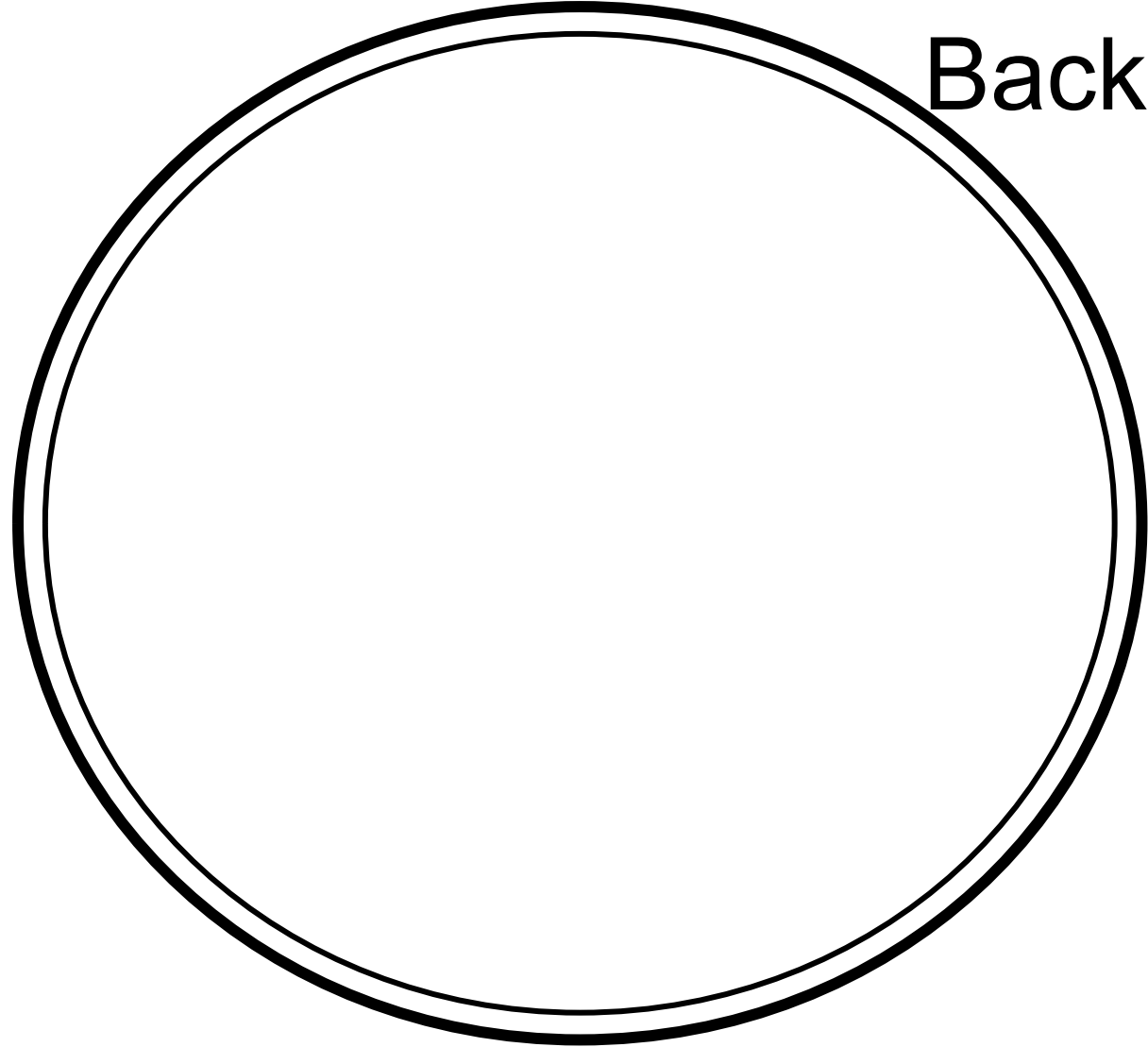
Commemorative Coin

Directions: Design a coin to represent either the Creek or Cherokee Indians in Georgia. On the back, write a paragraph that describes the design and why it is significant to Georgia's history.

Front



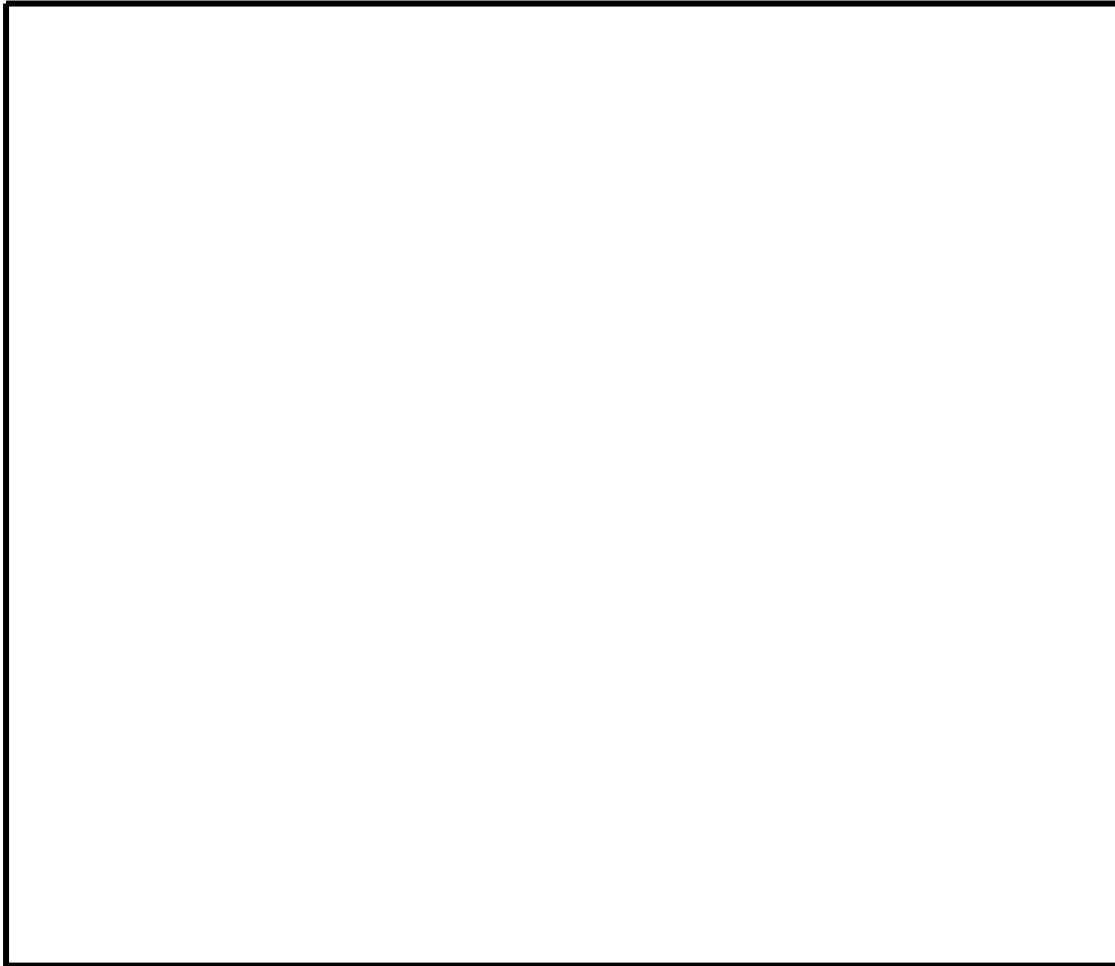
Back



Teacher Info – Citation for Injustice

- Print off the Citation for Injustice handout for each student.
- The students will write a “ticket” to the US government (Offender) for its poor treatment of Native Americans. They should describe how the government treated Native Americans (took land, wars, Trail of Tears, relocation, reservations, etc.). Then, they will write how they think the government should have treated the Indians.
- In the “polaroid picture”, they will draw a scene that shows the poor treatment of Native Americans.

Citation for Injustice



Photographic Evidence



Ticket Number 67483928-22

Offender:

Date:

Describe the Offense:

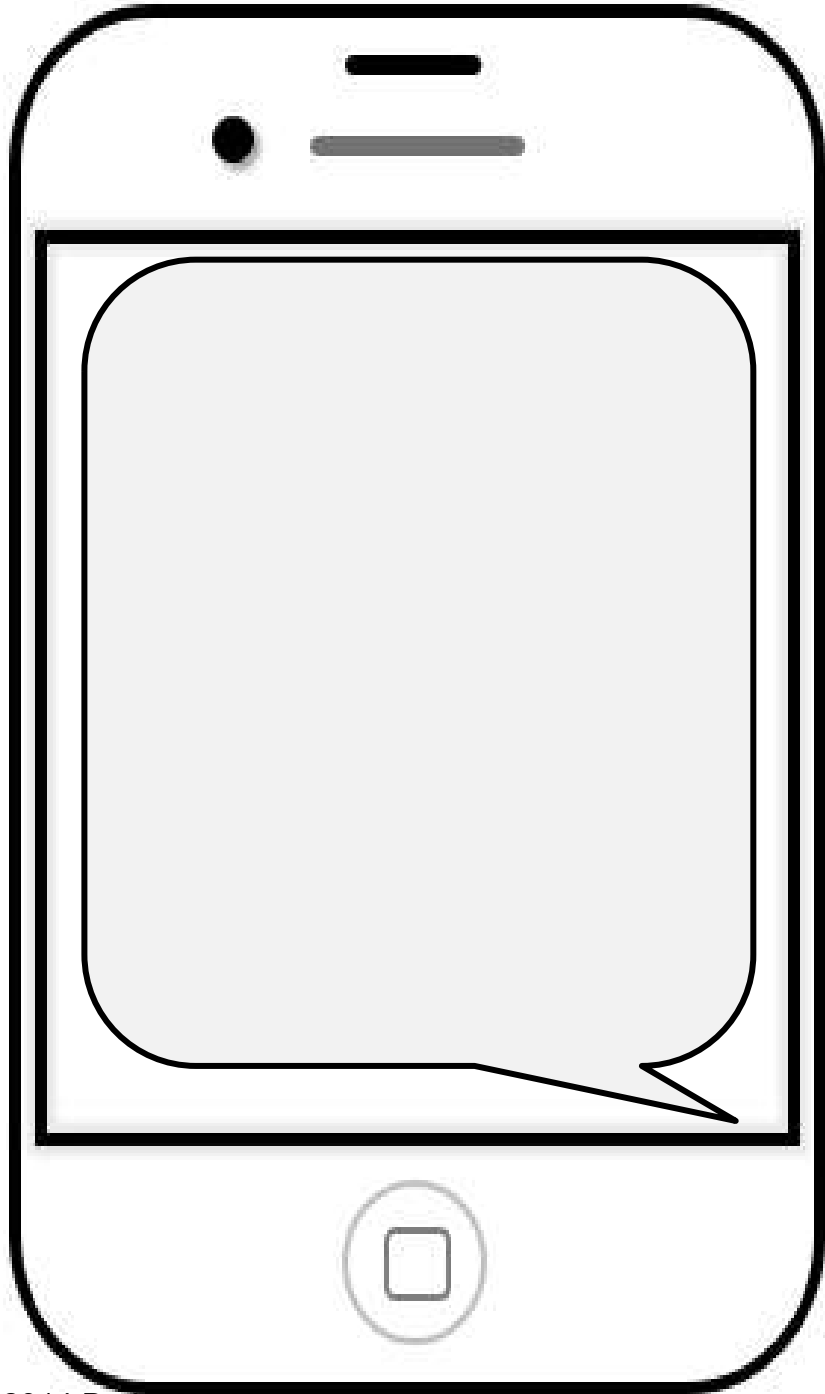
Instead, the lawbreaker should have:

Signature:



Teacher Info – Txt Msgs

- The students will write text messages between Andrew Jackson and John Marshall that were sent after the *Worcester v. Georgia* case.
- The first message should portray how Jackson felt about the decision (and his thoughts on Indian Removal in general).
- The second message is Marshall's response to Jackson's text.



Txt Msgs

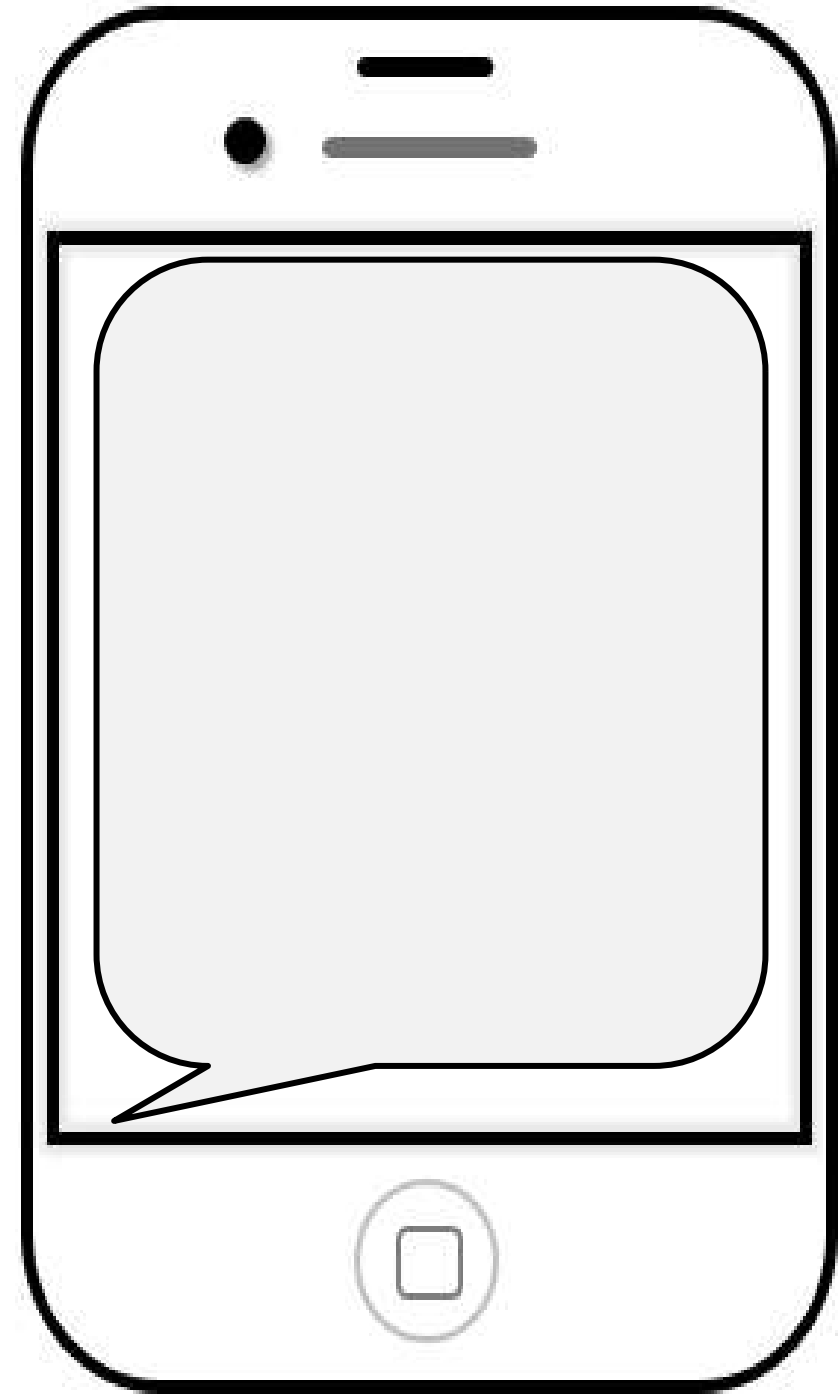
Directions: Based on what you know about Indian Removal and the Worcester v. Georgia case, what do you think text messages between President Andrew Jackson and Chief Justice John Marshall would say? Write a message from Jackson sharing his thoughts regarding Marshall's decision. In the second message, write Marshall's response to Jackson's text.



Jackson



Marshall



Teacher Directions – “Guess Who?”

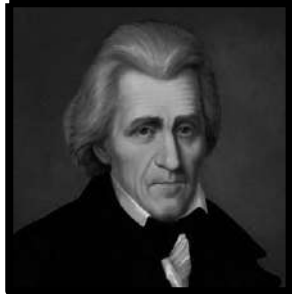
Ticket Out the Door

- Print the “Guess Who?” graphic organizer for each student.
- Students will read each description and write down the person that it’s describing.

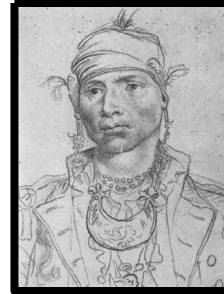
Guess Who?

Directions: Can you guess the significant people below based on their descriptions? Write each person's name on the line in each box.

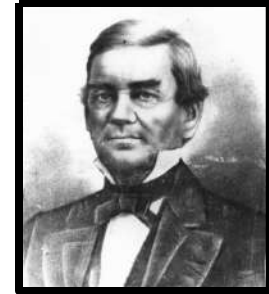
U.S. President who supported Indian Removal



Signed a treaty with President Washington to give up some Creek lands



Leader of the Cherokee government



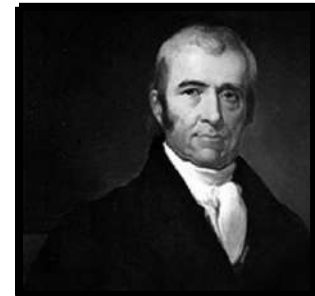
Created the Cherokee alphabet that enabled the tribe to read and write



Signed a treaty to give up all Creek lands in Georgia; murdered by Creek



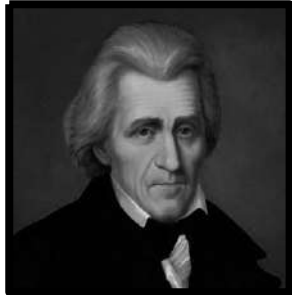
U.S. Supreme Court Justice who ruled in favor of the Cherokee



Guess Who? - **KEY**

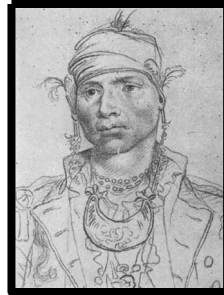
Directions: Can you guess the significant people below based on their descriptions? Write each person's name on the line in each box.

U.S. President who supported Indian Removal



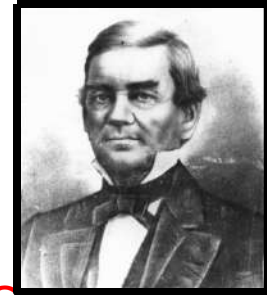
Andrew Jackson

Signed a treaty with President Washington to give up some Creek lands



Chief Alexander McGillivray

Leader of the Cherokee government



Chief John Ross

Created the Cherokee alphabet that enabled the tribe to read and write



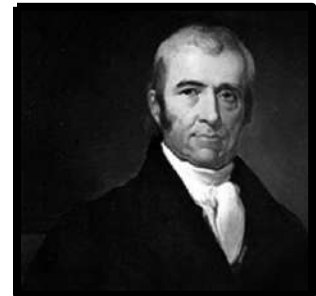
Sequoyan

Signed a treaty to give up all Creek lands in Georgia; murdered by Creek



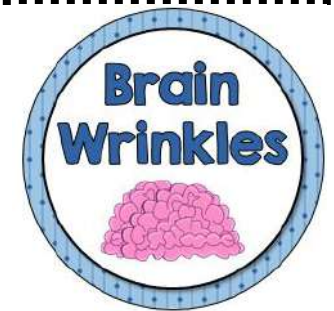
Chief William McIntosh

U.S. Supreme Court Justice who ruled in favor of the Cherokee



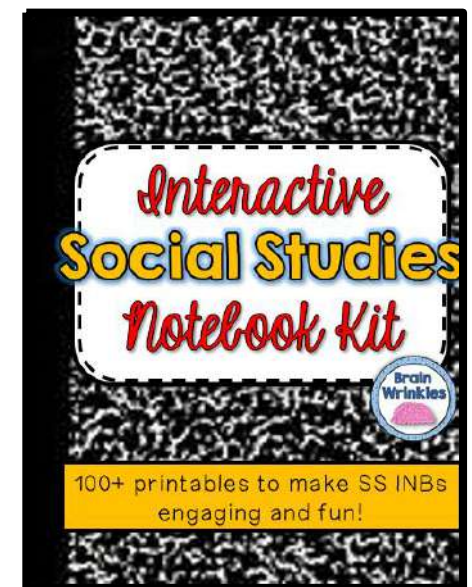
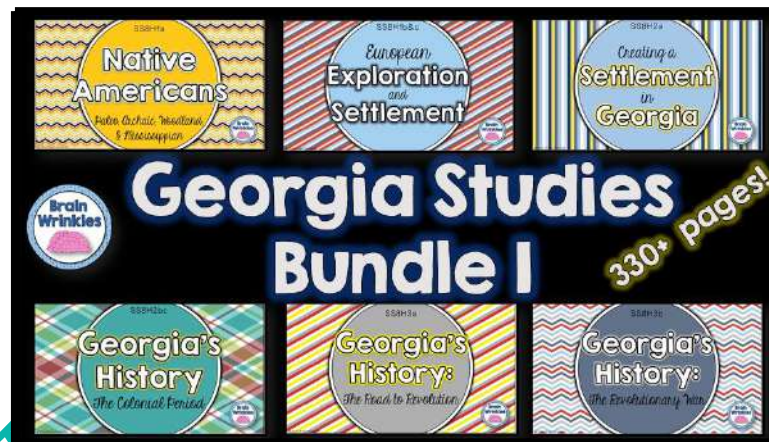
John Marshall

Thank You!



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Best of luck to you this school year,

Ansley at Brain Wrinkles

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