

A Sensory Moment in Time

(The Trail of Tears)

Lesson developed and shared by Ryan Markel, Cusick School District
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Notes to Educators from Ryan: I use this project during 8th Grade US History. We spend a great deal of time looking at the period of Native American removal during the Jackson administration. Recently, I have been pairing it with the NK360 removal lesson as their summative assessment project.

American Indian Removal: What Does It Mean to Remove a People? (Grades 7-12)

<http://nmai.si.edu/nk360/removal/> Please take a look at the student examples as I think this is a great way for students to develop a sense of historical Empathy. I should also note that some of this project has been adapted from an AVID resource many years ago.

Background: It is important to develop historical empathy for both ordinary and extraordinary figures of American History. Understanding how people felt in the context of the time they lived is challenging but a necessary skill to understand history.

Instructions:

1. In order to complete this assignment, you must have a detailed understanding of the Trail of Tears and the Indian Removal Act.
2. Create a list of ordinary and extraordinary people who were connected to this event in history. For instance, a Cherokee chief, a young child, a Georgia farmer, President Jackson. (We did this when watching the film).
3. Research information about the person you choose.
4. Then place that person in an event or moment in time. For example, a young Cherokee woman walking on the trail.
5. Then brainstorm ideas to complete the visual chart using the senses – sound, sight, taste, feel, and smell.
6. Design and create a poster that includes the following:

Definition: (of the Trail of Tears)

Illustration:

If I were there, I would have experienced....

Sounds

Sight

Taste

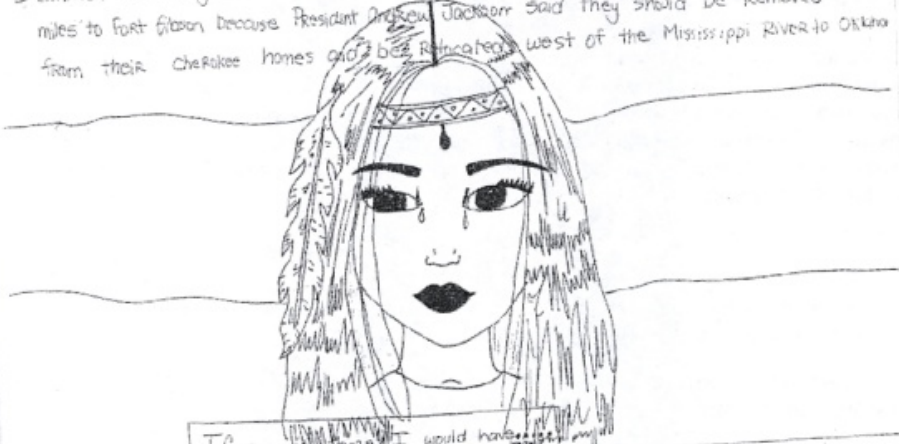
Feel

Smell

See attached examples:

<https://www.youtube.com/watch?v=7LSkfmCj8Jg>

Definition: In the years 1838-1839 over 17,000 Native Americans were forced to walk over 1,000 miles to Fort Gibson because President Andrew Jackson said they should be removed from their Cherokee homes and be relocated west of the Mississippi River to Oklahoma.



If I were there, I would have...

Sound ()	Sight ()	Taste ()	Feel ()	Smell ()
... Heard: seen: Tasted: Felt: Smelled: ...
Crying Indians, marching and their last relatives. Mothers and... singing to try and keep their faith.	Thousands of Cherokee Indians weakly walking for hundreds of miles.	The little bits of food that there was to eat. The hatred that has been building up inside of me w. Andrew Jackson & his soldiers.	The pain & hardship of the unknowns. The thousands of steps helped lead from the right way to follow the trail.	The dirt from the trail, the sweat & dust from the Cherokee.

Definition: Child labor was a cheap way for employers to get workers, during the Industrial Revolution. Since children could work the machinery just as well as grown men they took their place. These children, as early as age 7, worked 10-14 hour days 6 days a week. Mass production called for more cheap labor which resulted in more children at work. The working conditions for these children were extremely poor. Many children got their limbs cut off or even died from the machinery.

Sound
She would hear machinery, the cries of children, and her employers voice.

Sight
She would see her work for the day, her parents worn out bodies, and the terrors of the Industrial Revolution.



Taste
She would taste her small amounts of food and the pollution in the air.

Feel
She would feel her worn out hands, the side of the machinery and her families tears.

Smell
She would smell the polluted air, the sweat from the workers and steam.