Expansion and Exile: Indigenous and Euro-American Perspectives on Westward Migration

BY ERIK BLOCH

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original materials of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary and secondary sources.

In this unit’s four lessons students will examine primary sources, including engravings, a letter, a speech, and a message to Congress, and two secondary sources, a scholarly essay and panels from a National Park Service exhibition on the Trail of Tears to examine and assess western expansion of the United States and its impact on Indigenous peoples. Their comprehension of the topic and the sources will be assessed through completed activity sheets, class discussion, and responses to essential questions.

The four lessons in this unit provide a small window onto a much broader and more complex area of study. While the lessons and material cover a variety of primary and secondary sources, they are not meant to capture the entire scope of this topic or time period.

UNIT OBJECTIVES

Students will be able to

• Analyze primary and secondary sources using close-reading strategies
• Interpret, analyze, and demonstrate understanding of visual and multimedia materials
• Draw logical inferences and summarize the essential message of a primary source
• Compare and contrast the points of view and perspectives in different types of evidence
• Demonstrate understanding of both literal and inferential aspects of written text
• Summarize the essential message of a secondary source
• Analyze and assess the meanings and messages of a selection of primary source documents
GRADE LEVEL(S): 6–12

NUMBER OF CLASS PERIODS: 4

ESSENTIAL QUESTIONS

• What was the impact of US expansion on specific Indigenous peoples?
• How did certain Indigenous peoples respond to Euro-American expansion into their homelands?
• How did the US government justify further expansion into Chehaw, Shawnee, and Cherokee territories?
• How do primary documents reflect recurring themes and attitudes in the depiction of Euro-American and Indigenous peoples during the period of expansion?
• To what extent were certain Indigenous peoples treated with equality, justice, and respect during the period of US expansion?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY.WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
OVERVIEW

Students will read a secondary source that provides historical context for US expansion and its impact on specific Indigenous peoples. They will then examine a visual primary source from the eighteenth century and excerpts from a speech by the Shawnee leader Tecumseh using TLTH strategies and analyze and assess the content using critical thinking questions as a guide. They will show their comprehension through completed activity sheets, class discussion, and a brief oral or written response to an essential question.

OBJECTIVES

Students will be able to

- Analyze primary and secondary sources using close-reading strategies
- Interpret, analyze, and demonstrate understanding of visual materials and texts
- Draw logical inferences and summarize the essential message of a primary source
- Compare and contrast the points of view and perspectives in different types of evidence
- Demonstrate understanding of both literal and inferential aspects of written text
- Summarize the essential message of a secondary source
- Analyze and assess the meanings and messages of a selection of primary source documents

ESSENTIAL QUESTIONS

- How did some Euro-American settlers view themselves in relation to certain Indigenous peoples?
- How did visual culture reflect various Euro-American attitudes toward Indigenous peoples?
- How did certain Indigenous peoples respond to US expansion into their homelands?
- To what extent were Indigenous peoples such as the Shawnees treated with equality, justice, and respect during the period of US expansion?

MATERIALS

PROCEDURE

1. It may be best for students to come into class having read and answered the critical thinking questions about the Historical Background essay.

2. Have students briefly share out their responses, using each other as resources to fill in any gaps of understanding as you check in. Then briefly review with the whole class.

3. Distribute Visual Analysis: “Major General Rogers.” Ask the class to assess the image using the activity sheet. You may choose to have the students work individually, in pairs, or in small groups of three or four. You may first want to model how to identify and analyze a visual detail.

4. Reconvene the whole class and discuss the final questions:
   a. What does this image suggest about the relationship between colonists and Indigenous peoples?
   b. Who do you think the creator was? Why?

5. Introduce the Essential Questions for this lesson:
   o How did some Euro-American settlers view themselves in relation to certain Indigenous peoples?
   o How did visual culture reflect various Euro-American attitudes toward Indigenous peoples?
   o How did certain Indigenous peoples respond to US expansion into their homelands?
   o To what extent were Indigenous peoples such as the Shawnees treated with equality, justice, and respect during the period of US expansion?

6. You may wish to briefly discuss the first two essential questions in regard to the image of Major General Rogers before transitioning to Tecumseh’s speech.

7. Distribute Text Analysis: Tecumseh’s Speech to Gov. William Henry Harrison, 1810. This activity is designed as an annotated read along. Since the text was given as a speech, you may wish to read this aloud or “share read” it with the class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).

8. Give students time after each section to re-read and highlight the text before discussing their responses and moving to the next section.

9. Once the speech has been annotated and discussed, have students answer the Closing Analysis and Synthesis Questions at the end of the handout. These questions may also be assigned as homework.

ASSESSMENT

The strategy for this lesson will involve an informal assessment of the students’ comprehension through the completed activity sheets and class discussion.

You may also choose to have the students develop and express (orally or in writing) a viewpoint on one of the lesson’s essential questions. They will use visual and textual evidence from the lesson to support their position.
Conflicting Attitudes

OVERVIEW

Students will view a nineteenth-century engraving that provides context for Tecumseh’s speech in 1810 (read in Lesson 1) and a letter describing a US Army attack on a Native village in 1818. They will analyze and assess these sources using TLTH strategies and critical thinking questions as a guide. They will show their comprehension through completed activity sheets, class discussion, and a brief oral or written response to an essential question.

OBJECTIVES

Students will be able to

• Analyze primary sources using close-reading strategies
• Interpret, analyze, and demonstrate understanding of visual and multimedia materials
• Draw logical inferences and summarize the essential message of a primary source
• Compare and contrast the points of view and perspectives in different types of evidence
• Demonstrate understanding of both literal and inferential aspects of written text
• Analyze and assess the meanings and messages of a selection of primary source documents

ESSENTIAL QUESTIONS

• How did some Euro-Americans view themselves in relation to certain Indigenous peoples?
• How did visual culture reflect Euro-American attitudes toward certain Indigenous peoples?
• To what extent were Indigenous peoples such as the Shawnees and Chehaws treated with equality, justice, and respect during the period of US expansion?

MATERIALS

• Text Analysis: Excerpts from a Letter from Thomas Glascock to Andrew Jackson, April 30, 1818, The Gilder Lehrman Institute, GLC00782.11.03.

PROCEDURE

1. If given for homework after Lesson 1, take time to review the Closing Analysis and Synthesis Questions.
2. Introduce the Essential Questions for this lesson:
   o How did some Euro-Americans view themselves in relation to certain Indigenous peoples?
   o How did visual culture reflect Euro-American attitudes toward certain Indigenous peoples?
   o To what extent were Indigenous peoples such as the Shawnees and Chehaws treated with equality, justice, and respect during the period of US expansion?
3. Distribute Visual Analysis: “Genl. Harrison & Tecumseh.” Students may work in pairs or individually using the handout as a guide.
4. Reconvene the whole class and discuss different responses and interpretations developed by individual students or groups. Ask students if the image applies to any of the day’s essential questions.

5. Distribute Text Analysis: Letter from Thomas Glascock to Andrew Jackson, 1818. Explain to students that they will now read an account of an incident between American troops (led by Captain Obadiah Wright) and a Chehaw village. Inform students that they will eventually need to address the following questions:
   - What happened between Wright’s men and the Chehaws? Can you determine the order of events?
   - How does Glascock (the writer) feel about these events?
   - How do you feel about these events?
   - How do these events connect to our essential questions?

6. Share read the excerpts with the students as described in Lesson 1.

7. Transition students to the Summary Organizer on the following page. Explain that the objective is to select “Key Words” from the first section and then use those words to create summary sentences that demonstrate an understanding of what Glascock was saying.

8. Guidelines for selecting Key Words: Key Words are very important contributors to understanding the text. Without them the selection would not make sense. These words are usually nouns or verbs. Don’t pick “connector” words (are, is, the, and, so, etc.). The number of Key Words depends on the length of the original selection.

9. Students will now look at Section A of the packet. Analysis of the first selection of the text will be done as a whole-class exercise. They will select 3–5 words from the text that they believe are Key Words and underline or highlight them.

10. Survey the class to find out what the most popular choices are. After some discussion, the class should decide on five Key Words and write them in their organizers.

11. Have students use these Key Words to write a sentence that summarizes what Glascock was saying. This should be a whole-class negotiation. You might find that the class decides they don’t need some of the words to make it even more streamlined. This is part of the negotiation process. The final negotiated sentence is copied into the organizer in the Summary section.

12. Explain that students will now put their summary sentence into their own words, without using the Key Words. Again, this is a class negotiation process.

13. Vocabulary: Discuss vocabulary that the students found confusing or difficult. If you choose, you could have students use the back of their organizers to make a note of these words and their meanings.

14. The students can complete selections B, C, and D individually, in pairs, or in small groups.

15. Once students have completed the Key Words activity, they should move onto the Interpreting the Text and Analysis sections. These may be assigned for homework, if time requires.

**ASSESSMENT**

The strategy for this lesson will involve an informal assessment of the students’ comprehension through the completed activity sheets and class discussion.

You may also choose to have the students develop and express (orally or in writing) a viewpoint on one of the lesson’s essential questions. They will use visual and textual evidence from the lesson to support their position.
Emerging Policies

OVERVIEW

Students will read a primary source that provides insight into President Andrew Jackson’s policies on Indian Removal. They will carefully examine Jackson’s Message to Congress in 1830, using activity sheets to guide their work. The students will show their comprehension through completed activity sheets and class discussion.

OBJECTIVES

Students will be able to

• Analyze primary sources using close-reading strategies
• Draw logical inferences and summarize the essential message of a primary source
• Compare and contrast the points of view and perspectives in different types of evidence
• Analyze and assess the meanings and messages of a primary source document

ESSENTIAL QUESTIONS

• How did some Euro-Americans view themselves in relation to Indigenous peoples?
• How did the US government justify further expansion into Indigenous territories?
• How do primary documents reflect recurring themes and attitudes in the depiction of Euro-American and Indigenous peoples during the period of expansion?
• To what extent were Indigenous peoples treated with equality, justice, and respect during the period of Indian Removal?

MATERIALS

• Text Analysis: President Jackson’s Message to Congress “On Indian Removal,” December 6, 1830, 100 Milestone Documents, Our Documents, ourdocuments.gov.

PROCEDURE

1. If given for homework after Lesson 2, take time to review the Interpreting the Text and Analysis sections from the previous lesson.

2. Distribute Text Analysis: President Jackson’s Message to Congress “On Indian Removal,” 1830. Explain to students that the “General Jackson” to whom Glascock wrote in 1818 (see Lesson 2) became President Jackson and presented this message to Congress twelve years later. The class will be looking at how US policies regarding Indigenous peoples developed under his administration.

3. Introduce the Essential Questions for this lesson:
   o How did some Euro-Americans view themselves in relation to Indigenous peoples?
   o How did the US government justify further expansion into Indigenous territories?
1. How do primary documents reflect recurring themes and attitudes in the depiction of Euro-American and Indigenous peoples during the period of expansion?

2. To what extent were Indigenous peoples treated with equality, justice, and respect during the period of Indian Removal?

4. Give students time to work on each section of the handout. Time allotment can vary, depending on whether you choose to have students share read, read silently, or listen as you read aloud. You may also vary the ways in which the students interact and record their work. You may choose to break up the texts and assign smaller sections to individual students or to small groups.

5. The lesson is designed to have students apply the essential questions to Jackson’s speech. Part IV of the handout provides an organizer for this, but you may also wish to have students discuss their answers in groups or as a class.

ASSESSMENT

The strategy for this lesson will involve an informal assessment of the students’ comprehension through the activity sheets and the class discussion.
Impact and Consequences

OVERVIEW

Students will encounter primary and secondary sources that provide historical context for how the policies of Indian removal impacted Indigenous peoples on the Trail of Tears. Students will visit and examine elements from the National Trail of Tears website, interacting with exhibit panels. They will demonstrate their comprehension through the completed activity sheets, class discussion, and a written response to one of the lesson’s essential questions.

OBJECTIVES

Students will be able to

• Analyze primary and secondary sources using close-reading strategies
• Interpret, analyze, and demonstrate understanding of visual and multimedia materials
• Draw logical inferences and summarize the essential message of a national monument

ESSENTIAL QUESTIONS

• What was the impact of US expansion on Indigenous nations like the Cherokees?
• How did Indigenous peoples such as the Cherokees respond to US expansion into their homeland?
• To what extent were Indigenous peoples like the Cherokees treated with equality, justice, and respect during the period of Indian Removal?

MATERIALS

• Exhibits, Trail of Tears: National Park Service Website, nps.gov/trte/learn/historyculture/exhibits.htm. The Exhibits web page provides links to several different exhibit panels representing the Trail of Tears history at different NPS sites. Some of the links have two different panels. You may access these pdf’s online through the links provided. We have also provided a downloadable pdf packet of all the images here: https://www.gilderlehrman.org/sites/default/files/NPSTrailofTearsExhibitPanels.pdf.


o Optional: Trail of Tears, produced by the National Park Service in collaboration with the Cherokee Nation, directed by Joshua Colover, written by Shane Smith (Aperture Films, 2013) https://www.youtube.com/watch?v=7LSkfmCj8Jg.

- Trail of Tears Note-taking Guide
- Unit Assessment: Expansion and Exile

PROCEDURE

1. Remind students that the Indian Removal Act that Jackson discussed in Lesson 3 led to the displacement of many thousands of Indigenous people. Their forced journey from their homelands to their newly allotted territories in Oklahoma became known as the Trail of Tears.

2. Introduce the Essential Questions:
   - What was the impact of US expansion on Indigenous nations like the Cherokees?
   - How did Indigenous peoples such as the Cherokees respond to US expansion into their homeland?
   - To what extent were Indigenous peoples like the Cherokees treated with equality, justice, and respect during the period of Indian Removal?

3. Optional: You may have the students view the National Park Service’s film The Trail of Tears (https://www.youtube.com/watch?v=7LSkfmCj8Jg) at home or in class to provide context for this lesson.

4. Direct students to the Exhibits page for the National Park Service Trail of Tears website (https://www.nps.gov/trte/learn/historyculture/exhibits.htm) or distribute the packet with Panels A through G if internet access is limited. There are more than eight panels in the complete series, and you may allow students to take notes on other panels if you wish.

5. Distribute the Trail of Tears Note-taking Guide. Explain to students that they are to closely examine at least four separate exhibit panels, using the handout to guide them. Instruct them to be prepared to record their findings, including at least two specific quotations. You may want to model these tasks using one of the exhibition panels. Emphasize strategies for close examination of visual texts as well as note-taking.

6. Allow students sufficient time to work through the activity and explore the exhibits, especially if the NPS website materials are accessible. Students may work independently or in groups. You should be checking in with students (or groups) as they explore the online exhibition panels.

7. Allow the whole class time to debrief and share findings. Focus on which exhibit panels students found most striking or compelling.

8. Introduce the Unit Assessment and distribute the handout. The handout lists several criteria related to the unit’s objectives. You should feel free to expand on the criteria and assign point values as you see fit.
ASSESSMENT

Students will address one of the following essential questions in a speech, essay, or multimedia presentation:

• What was the impact of US expansion on specific Indigenous nations?
• How did certain Indigenous peoples respond to US expansion into their homelands?
• How did the US government justify further expansion and actions in Chehaw, Shawnee, and Cherokee territories?
• How do primary documents reflect recurring themes and attitudes in the depiction of Euro-American and Indigenous peoples during the period of expansion?
• To what extent were certain Indigenous people treated with equality, justice, and respect during US expansion?
HISTORICAL BACKGROUND

Native American History: An Overview
by Joseph Bruchac (Nulhegan Abenaki)

Rather than seeing Native American history as a part of American history, it may be more logical to see it the other way around. Native American history goes back for countless generations before the arrival of the new settlers and the history of the United States is inextricably linked with that of its Indigenous people.

The first European colonies depended on assistance from the original nations here before them. Many things from Native cultures became building blocks for the new American nation. Such foods as corn, beans, and squash, now important parts of American agriculture, were developed by Native American agronomists. American democracy owes a considerable debt to the League of the Haudenosaunee or Iroquois. Their democratic, highly successful confederacy was cited by Benjamin Franklin as a model for the thirteen colonies to follow and the Constitution was influenced by the example of the Iroquois League.

However, Native American nations were not treated as equals. The Europeans who came to North America were members of one Christian faith or another. Native Americans were not Christians. A 1493 papal decree, the “Doctrine of Discovery,” stated that any lands not inhabited by Christians were available to be discovered and claimed. That became one basis for justifying the western expansion of the United States and was cited in the US Supreme Court decision in the 1823 case Johnson v. MacIntosh.

In the American South, the Cherokees, Choctaws, Chickasaws, Creeks, and Seminoles became known as the “Five Civilized Tribes,” adopting many aspects of European culture, including Christianity. However, it did not prevent the state of Georgia from forcing them off their land onto what became known as the Trail of Tears.

There are two primary approaches the United States has taken toward Native Americans. The first has been to kill them or remove them—sometimes by treaties forcing them to sell or cede land, sometimes by outright military force. The second approach has been to treat Native Americans as children, controlled by a paternalistic federal government.

Beginning in the last decades of the nineteenth century, Native American children were sent to trade schools such as the Carlisle Indian School, founded in 1879. The stated objective was to “kill the Indian and save the man.” All aspects of Indigenous life, including tribal languages, were to be erased by a “civilizing” education that would result in the eventual eradication of all Native American cultures. Indians were to be absorbed into the larger nation as “useful,” second-class citizens serving the White majority. However, despite this new approach, Native Americans were not granted citizenship until 1924, and it is no exaggeration to say that all Native Americans today still suffer from the trauma of the boarding schools, with the last residential school closing in 1973.

Despite the overwhelming odds against them, Native Americans have shown great resilience. Most of the original 500 or more Native nations that were here prior to Columbus still remain in the United States, although their land base and many aspects of their culture have been greatly diminished.

In the twentieth century, especially in the period following World War II, Native Americans began to gain more tribal autonomy. Some of the lands taken from them were restored to tribal control. No longer were their religious practices or their languages forbidden by law. Schools in their communities formerly run by the federal government entered the control of tribal nations. Although things are far from perfect, Native Americans in the twenty-first century are on a much more equal footing with the rest of our nation.

Historical Background: Critical Thinking Questions

Respond using evidence from the essay “Native American History: An Overview” by Joseph Bruchac. You may use direct quotations or paraphrase the author’s words.

1. What is one main claim that the author, Joseph Bruchac, makes in this essay?

2. What evidence does he offer to support this claim?

3. What is one way that Native/Indigenous peoples in America have been discriminated against or treated unfairly within the past hundred years?

4. What is one way that Native/Indigenous peoples in America have persevered over the past hundred years?
Visual Analysis: “Major General Rogers”

This engraving depicts a colonial officer, Major General Robert Rogers, and an unnamed American Indian. Look closely at the engraving and answer the questions on the next page.

“Major General Rogers,” ca. 1770-1785 (The Gilder Lehrman Institute of American History, GLC01450.201.02)
Critical Thinking Questions

1. What do you notice about the ways the two individuals are dressed? Consider the objects they are carrying or wearing.

2. What do you notice about the way the two men are positioned? Does this affect how you see their relationship?

3. What do you notice about their facial expressions?

4. What are the two men doing? How do you think they feel about one another? How can you tell?

5. Making inferences: What does this image suggest about the relationship between colonists and Indigenous people? Who do you think the creator was? Why?
Text Analysis: Tecumseh’s Speech to Gov. William Henry Harrison, 1810

The following is a transcription of an address by Shawnee leader Tecumseh during a meeting with Indiana Territory Governor William Henry Harrison in 1810. Tecumseh was a Shawnee chief who led a confederation of Indigenous tribes.

Annotated Read Along #1:

Tecumseh uses certain words to create metaphors to describe the relationship between his people and European colonizers. Highlight these metaphors.

Brother, I wish you to listen to me well. I wish to reply to you more explicitly – as I think you do not clearly understand what I before said to you. I shall explain it again. When we were first discovered it was by the French, who told us that they would adopt us as their children and gave us presents, without asking anything in return but our considering them as our fathers. Since we have changed our fathers we find it different.

Brother. This is the manner that the treaty was made by us with the French. They gave us many presents & treated us well, they asked us for a small piece of country to live on which they were not to leave and continue to treat us as their children. . . .

The next father we found was the British who told us that they would now be our fathers and treat us in the same manner as our former fathers the French. . . .

Brother. We were very glad to hear the British promise to treat us as our fathers the French had done, they began to treat us in the same way, but at last they changed their good treatment by raising the Tomahawk against the Americans & put it into our hands, by which we have suffered the loss of a great many of our young men. . . .

[W]e then found new fathers in the Americans who told us they would treat us well, not like the British who gave us but a small piece of Pork every day.

Analysis Question:

Where do you notice some shifts or changes in the way Tecumseh describes this relationship? Go back and highlight at least one section in the passage above that demonstrates a shift or change. Then paraphrase the passage here:
Annotated Read Along #2:

In each paragraph of this section of Tecumseh’s address, highlight at least one example of Tecumseh using either strong evidence or making a convincing argument.

I want now to remind you of the promises of the white people.

You recollect that the time the Delawares lived near the white people (Americans) & satisfied with the promises of friendship, & remained in security, yet one of their towns was surprised & the men, women & children murdered.

The same promises were given to the Shawnees. Flags were given to them & were told by the Americans that they were now the children of the Americans. These flags will be as security for you; if the white people intend to do you harm, hold up your flags & no harm will be done you. This was at length practised & the consequence was that the person bearing the flag was murdered with others in their village. How, my Bro. after this conduct can you blame me for placing little confidence in the promises of our fathers the Americans?

Brother. Since the peace was made you have killed some of the Shawnees, Winebagoes, Delawares & Miamies and you have taken our lands from us, and I do not see how we can remain at peace with you if you continue to do so. . . . You have promised us assistance but I do not see that you have given us any.

You try to force the red people to do some injury. It is you that is pushing them on to do mischief. You endeavour to make distinctions. You wish to prevent the Indians to do as we wish them to unite & let them consider their land as the common property of the whole. You take tribes aside & advise them not to come into this measure and until our design is accomplished we do not wish to accept of your invitation to go & visit the President.

The reason I tell you this is – you want by your distinctions of Indian tribes in allotting to each a particular track of land to make them to war with each other. You never see an Indian come and endeavour make the white people do so – You are continually driving the red people when at last you will drive them into the great Lake where they can’t eat or stand or work.

Brother. You ought to know what you are doing with the Indians. Perhaps it is by direction of the President to make those distinctions. It is a very bad thing and we do not like it.
**Annotated Read Along #3:**

Highlight areas where Tecumseh uses his own knowledge of European culture or American society in order to critique them.

Brother, I wish you would take pity on all the red people and do what I have requested. If you will not give up the land & do cross the boundary of your present settlement it will be very hard & produce great troubles among us. How can we have confidence in the white people when Jesus Christ came upon the earth you killed and nailed him on a cross, you thought he was dead but you were mistaken. You have Shakers among you. And you laugh and make light of their worship. Everything I have said to you is the truth, the great spirit has inspired me & I speak nothing but the truth to you.


**Closing Analysis Question:**

Which words do you see used most often throughout these passages? Focus on one and discuss a possible reason for its repeated use in Tecumseh’s speech. Answer in 2 to 4 sentences.

**Synthesis Question:**

How does Tecumseh’s description of his people’s relationship with colonial forces compare to the way this relationship is depicted in imagery such as the engraving “Major General Rogers”? Answer in 2 to 4 sentences, using at least one specific quote from the speech.
Visual Analysis: “Genl. Harrison & Tecumseh”

Examine the engraving below. It depicts the meeting between Tecumseh and William Henry Harrison in 1810 that we looked at in the previous lesson. However, the engraving was created decades after the meeting took place. Pay close attention to the ways in which the individuals in the painting are portrayed.

“How are Tecumseh and his people depicted? How are they positioned? What are they doing? How do their faces look? What are they wearing and holding? What effect do these details have?”

My thoughts:

“Genl. Harrison & Tecumseh” by John Reuben Chapin (artist) and William Ridgway (engraver), ca. 1878. (New York Public Library Digital Collections)
How are Harrison and his people depicted? 

How are they positioned? 
What are they doing? 
How do their faces look? 
What are they wearing and holding? 
What effect do these details have? 

My thoughts:

How do you think the creator of this image felt about Tecumseh or Harrison? What details support your view?

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**Critical Thinking Question**

One of the places where this image can be found is the National Park Service website. On it, the website includes this caption:

*This print depicts Tecumseh meeting with William Henry Harrison. . . Tecumseh biographer John Sugden describes this depiction as “extremely inaccurate,” particularly the clothing of the Native Americans.*

**Respond:** Why might this be important information to include in the caption, and how does it impact your understanding of this event?
Text Analysis: Letter from Thomas Glascock to Andrew Jackson, 1818

The following is an excerpt from a letter sent by Brigadier General Thomas Glascock to Andrew Jackson, who was a general at the time, and not yet president. The letter describes an incident that took place between US troops led by Capt. Obediah Wright and the inhabitants of a Chehaw village.

Read Glascock’s account and try to determine the following:

1. What happened between Wright’s men and the Chehaws? Can you determine the order of events?
2. How does Glascock (the writer) feel about these events?
3. How do you feel about these events?

Excerpts from Glascock’s letter:

It appears that after [Captain Wright] assumed the Command of that place he obtained the Certificates of several men on the frontier that the Chehaw Indians were engaged in a skirmish on the big bend, he immediately sent or went to the Governor and obtained orders to destroy the Towns of [Philemme] and [Oponce]. . . . He ordered Capt Bothwell to furnish him with 25 or 30 men to accompany him. Having been authorised to do so by the Governor, the order was complied with. Capt Bothwell . . . disapproved the plan and informed Capt Wright that there could be no doubt of the friendship of the Indians in that quarter. [Captain Wright and his men], [full of] mock patriotism, crossed the River that Night and pushed for the Town. When arriving near there, an Indian was discovered grazing some Cattle. He was made a prisoner. The Indian immediately proposed to go with the Interpreter and bring any of the Chiefs for the Captain to talk with. It was not attended to. An advance was ordered. The Cavalry rushed forward and commenced the massacre. Even after the firing and murder commenced, Major Howard, an old Chief, came out from his House with a white flag in front of the line. It was not respected. An order for a general fire was given, and nearly 400 guns were fired at him before one took effect. He fell and was Bayoneted. His son was also killed. These are the circumstances relative to the transaction. Seven men were killed, one woman and two Children. Since then three of my command who were left at Fort Scott obtained a furlough and on their way to this place one of them was shot in endeavoring to get a Canoe across the Flint River. I have sent on an express to the Officer commanding Fort Scott apprising him of the affair and one to Adj. Porter to place him on his guard. On my arrival opposite Chehaw I sent a runner to get some of them in. I succeeded in doing so. [The Chehaw] are all at a loss to know the cause of this displeasure of the white People.

I have the honor to be very Respectfully Yours,

Thos Glascock, Brig Genl G M

Source: Thomas Glascock to Andrew Jackson, April 30, 1818 (The Gilder Lehrman Institute, GLC00782.11.03)
Summary Organizer

A. Original Text

It appears that after [Captain Wright] assumed the Command of that place he obtained the Certificates of several men on the frontier that the Chehaw Indians were engaged in a skirmish on the big bend, he immediately sent or went to the Governor and obtained orders to destroy the Towns of [Philemme] and [Oponce]. . . . He ordered Capt Bothwell to furnish him with 25 or 30 men to accompany him. Having been authorised to do so by the Governor, the order was complied with.

Key Words (Choose 3–5)

Summary

In Your Own Words

B. Original Text

Capt Bothwell . . . disapproved the plan and informed Capt Wright that there could be no doubt of the friendship of the Indians in that quarter. [Captain Wright and his men], [full of] mock patriotism, crossed the River that Night and pushed for the Town. When arriving near there, an Indian was discovered grazing some Cattle. He was made a prisoner. The Indian immediately proposed to go with the Interpreter and bring any of the Chiefs for the Captain to talk with. It was not attended to.

Key Words (Choose 3–5)

Summary

In Your Own Words
C. Original Text

An advance was ordered. The Cavalry rushed forward and commenced the massacre. Even after the firing and murder commenced, Major Howard, an old Chief, came out from his House with a white flag in front of the line. It was not respected. An order for a general fire was given, and nearly 400 guns were fired at him before one took effect. He fell and was Bayoneted. His son was also killed.

Key Words (Choose 3–5)

Summary

In Your Own Words

D. Original Text

These are the circumstances relative to the transaction. Seven men were killed, one woman and two Children. Since then three of my command who were left at Fort Scott obtained a furlough and on their way to this place one of them was shot in endeavoring to get a Canoe across the Flint River. I have sent on an express to the Officer commanding Fort Scott apprising him of the affair and one to Adj. Porter to place him on his guard. On my arrival opposite Chehaw I sent a runner to get some of them in. I succeeded in doing so. [The Chehaw] are all at a loss to know the cause of this displeasure of the white People.

Key Words (Choose 3–5)

Summary

In Your Own Words
Interpreting the Text:

How does Glascock feel about the events he is reporting?

Key Words Revisited - Go back through your notes. Then, in the space below, record five to six Key Words from the letter that show whether Glascock approved of what happened between US forces and the Chehaws.

Analysis:

Find where your Key Words came from in the letter and complete the outline below.

Based on the evidence found in his letter, it is clear that Brigadier General Glascock felt __________________________about the events that took place between Captain Wright and the Chehaws. We can tell he felt this way cause he stated the following:

Quote A:

______________________________

Quote B:

______________________________

Quote C:

Critical Thinking Question:

Based on what you have read, how do you feel about these events, and why?
Text Analysis: Andrew Jackson’s Message to Congress “On Indian Removal,” 1830

Part I. Previewing and Inferring

The four passages in this section come from the opening of President Jackson’s Message to Congress. The text produced the image below when put into a Word Cloud generator.

Consider the words that feature most prominently. Those are the words that appear most frequently. Do they help you get a sense of what the speech may be about? Do you get a sense of what Jackson’s perspective might be?

Write down some thoughts here:
### Part II. Text Analysis

Read the excerpts from Jackson’s speech, and then respond to the Guiding Questions.

<table>
<thead>
<tr>
<th>Excerpts from Jackson’s Message to Congress</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.</td>
<td>How does Jackson describe the recent events regarding US–Indian relations? What words show this?</td>
</tr>
<tr>
<td>The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters.</td>
<td>What is one reason Jackson wants a “speedy removal” of Indigenous people?</td>
</tr>
<tr>
<td>By opening the whole territory . . . it will incalculably <strong>strengthen</strong> the southwestern frontier and render the adjacent States strong enough to repel future <strong>invasions</strong> without remote aid. It will <strong>relieve</strong> the whole State[s] of Mississippi and . . . Alabama of Indian <strong>occupancy</strong>, and enable those States to <strong>advance</strong> rapidly in population, wealth, and power.</td>
<td>What is the meaning behind one of the words in bold, and why might Jackson have used it in this speech?</td>
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<tr>
<td>It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own <strong>rude institutions</strong>; will retard the progress of <strong>decay</strong>, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their <strong>savage habits</strong> and become an <strong>interesting, civilized, and Christian community</strong>.</td>
<td>According to Jackson, how might the Indigenous people benefit in the future?</td>
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<td></td>
<td>How do the words in bold characterize Jackson’s view of Indigenous people in comparison to White Americans?</td>
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</tbody>
</table>
Part III. Examining Argument

Summarize Jackson’s stated reasons for supporting the “speedy” removal of Indian people from their homelands.

<table>
<thead>
<tr>
<th>Excerpts from Jackson’s Message to Congress</th>
<th>Summary / Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?</td>
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<tr>
<td>The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual.</td>
<td></td>
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<tr>
<td>Can it be cruel in this Government when, by events which it cannot control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy. . . . And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children?</td>
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</table>

Source: “President Andrew Jackson’s Message to Congress ‘On Indian Removal’ (1830),” 100 Milestone Documents, Our Documents, ourdocuments.gov.
Part IV. Essential Questions

Considering what you've learned from this document, complete the response activity below.

Choose one of the essential questions below to respond to:

1. How did some Euro-Americans view themselves in relation to Indigenous peoples?
2. How did the US government justify further expansion into Indigenous territories?
3. How do primary documents reflect recurring themes and attitudes in the depiction of Euro-American and Indigenous peoples during the period of expansion?
4. To what extent were Indigenous peoples treated with equality, justice, and respect during the period of Indian Removal?

EQ# ___

Your response:

Provide two separate examples from the text that support your response.

Example 1:

Example 2:
The Trail of Tears Exhibition: Note-taking Guide

You must visit and interact with at least four of exhibit panels from the National Park Service Trail of Tears National History Trail website here: [nps.gov/trte/learn/historyculture/exhibits.htm](http://nps.gov/trte/learn/historyculture/exhibits.htm). Eight panels are listed here.

- Panel A: “What Is the Trail of Tears?”
- Panel B: “They Passed This Way”
- Panel C: “Imagine the Scene”
- Panel D: “The Trail Where They Cried”
- Image E: “A Place to Rest”
- Image F: “Water Route to Indian Territory”
- Image G: “Dispersal Camps” (2 panels)

For each exhibit panel you choose, record your findings in the table.

<table>
<thead>
<tr>
<th>Title of Exhibit Panel</th>
<th>Noteworthy Image or Piece of Information</th>
<th>Noteworthy Quotation</th>
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Out of all the exhibit panels you examined, which one was the most compelling? What made it so compelling?
Expansion and Exile: Indigenous and Euro-American Perspectives on Westward Migration

Address one of the following Essential Questions in a speech, essay, or multimedia presentation:

- What was the impact of US expansion on specific Indigenous nations?
- How did certain Indigenous peoples respond to US expansion into their homelands?
- How did the US government justify further expansion and actions in Chehaw, Shawnee, and Cherokee territories?
- How do primary source documents reflect recurring themes and attitudes in the depiction of Euro-American and Indigenous peoples during the period of US expansion?
- To what extent were certain Indigenous peoples treated with equality, justice, and respect during the period of US expansion?

Criteria

Whichever format you choose, your response should include the following elements:

- A clear defensible claim that thoroughly addresses your chosen question
- At least three specific pieces of direct evidence from three separate primary sources from Lessons 1 through 4
- A clear line of reasoning that develops the claim through commentary and proper transitions
- A proper comprehension of texts and source
Laughlin Park

What is the Trail of Tears?

From 1837 to 1839, thousands of Cherokee traveled along local roads and through what is now Laughlin Park on their way to Indian Territory in the West. Some groups encamped here on their journey.

The Cherokee, or the “Principal People” or Ani'-Yun'-wiya, did not willingly leave their homeland in the southern Appalachian Mountains. The 1830 Indian Removal Act required that they surrender their land. In the decade that followed, the federal government forcibly removed Cherokee, Creek, Choctaw, Chickasaw, and Seminole from their homes in the southeastern United States. This tragic journey is called the Trail of Tears.

The northern route of the Trail of Tears from Waynesville and Roubidoux Creek is shown on the map. Other Indian nations followed different routes along their forced migration.

The Trail of Tears National Historic Trail

National Park Service
Home to thousands of men, women, and children, the Cherokee Nation once spread across Georgia, North Carolina, Tennessee, and Alabama. The 1830 Indian Removal Act required that the Cherokee surrender their land and move west.

In 1838, more than 15,000 Cherokee began their trek west from their traditional eastern homeland to Indian Territory (present-day Oklahoma) over the “Trail of Tears.” They traveled by existing roads and rivers. Many groups left in the fall, hoping to avoid the disease and heat of summer travel, and instead faced treacherous winter weather. More than 1,000 died during the journey westward, and more than 4,000 died as a result of exposure before reaching the western boundary of their home.

By helping to preserve historic sites and trail segments, and developing areas for public use, the story of the forced removal of the Cherokee people and other American Indian tribes is remembered and told by the National Park Service and its partners.

They Passed This Way

Despite the hardships of the journey, members of the five removed tribes established new homes in the West. They passed this way, and their story continues to be told through the Trail of Tears National Historic Trail.

Federal Indian Removal Policy

Today

Today, the Cherokee, who survived the Trail of Tears, created a new sovereign nation in present-day Oklahoma. Some Cherokee remained in North Carolina and, due to a special exemption, formed the Eastern Band of Cherokee Indians. All five removed tribes stand as successful sovereign nations, proudly preserving cultural traditions, while adapting to the challenges of the 21st century.

Federal Indian Removal Policy

Facts about the Trail of Tears:

- It is estimated that approximately 16,000 Cherokee, 21,000 Muscogee (Creek), 9,000 Choctaw, 6,000 Chickasaw, and 4,000 Seminole were removed from their ancestral homes in the southeastern United States.
- The journey, known as the “Trail of Tears,” began in 1838 and ended in Indian Territory.
- More than 1,000 died during the journey.
- The journey was characterized by harsh winter weather and challenging terrain.

Recollection of a survivor of the Trail of Tears:

“...we have suffered a great deal...The roads are in very bad order as the ground was frozen very deep...We have suffered a great deal...The roads are very bad...We have known dry plains before...”

Learn more at www.nps.gov/trte
Over 1,400 Cherokee men, women, and children from Peter Hildebrand's detachment spent two bitterly cold weeks camped in this area during the harsh winter of 1838-1839. The detachments ahead of them had successfully crossed the icy Ohio River, but were trapped between the Ohio and Mississippi rivers. Waiting for the Mississippi River to thaw, all Cherokee detachments in the area were at a standstill and at the mercy of the weather. Hildebrand's detachment camped for miles here along the road until they could continue traveling west to Indian Territory in present-day Oklahoma.

**Berry’s Ferry and the Trail of Tears**

- Trail of Tears National Historic Trail
- National Park Service
- Trail of Tears Association

Imagine the Scene

Retrace the trail. Original Route signs indicate that you are driving the historic route. At Mantle Rock Preserve, you can walk in the footsteps of the Cherokee along a hiking trail.

Harsh winter of 1838-1893. Over 1,400 Cherokee men, women, and children from Peter Hildebrand’s detachment spent two bitterly cold weeks camped in this area during the harsh winter of 1838-1839. Waiting for the Mississippi River to thaw, all Cherokee detachments in the area were at a standstill until they could continue traveling west to Indian Territory in present-day Oklahoma.
They Passed This Way

Home to thousands of men, women, and children, the Cherokee Nation once spread across parts of Georgia, North Carolina, Tennessee, and Alabama. The 1830 Indian Removal Act required that the Cherokee surrender their land and move west. In 1838, more than 15,000 Cherokee began their trek west from their eastern homeland to Indian Territory (present-day Oklahoma) over the “Trail of Tears.” They traveled by roads and rivers, passing through southern Illinois. Nearly 1,000 died during the journey westward, and up to 4,000 died as a result of the forced removal process.

Federal Indian Removal Policy

Despite the hardships of the journey, members of the five removed tribes established new lives in the West. They stand as successful sovereign nations, proudly preserving cultural traditions, while adapting to the challenges of the 21st century. Cherokee who survived the Trail of Tears created a new sovereign nation in present-day Oklahoma. Some Cherokee remained in North Carolina and, due to a special exemption, formed the Eastern Band of Cherokee Indians.

Today

Federal Indian removal policy aroused fierce and bitter debate. Supporters of the policy claimed it was a benevolent action to save the tribes east of the Mississippi River from being overwhelmed and lost in the onslaught of an expanding American population. Opponents decried its inhumanity and the tragic consequences it had for the Indian peoples. One thing was certain: removal freed millions of acres of desired Indian lands for use by white settlers.

The Indian Removal Act of 1830 resulted in the removal of thousands of American Indians from their ancestral homes in the southeastern United States. By helping to preserve historic sites and trail segments, and developing areas for public use, the story of the forced removal of the Cherokee people and other American Indian tribes is remembered and told by the National Park Service and its partners. You can visit sites along the Trail of Tears National Historic Trail. Learn more at www.nps.gov/trte.
In the early 1800s, this area was wooded and known as a camp ground by settlers and travelers, who took advantage of the five springs nearby. Camp Ground Cemetery began as the family cemetery of George Hileman. In 1834, Hileman took a land patent on the acreage that now includes the church and cemetery. When two of his children died in 1838, they were buried in “the field out from the house.”

Abundant woods and rivulets formed by natural thermal springs made this area an ideal place to stop and camp. Cherokee camped here on their way to Indian Territory (present-day Oklahoma). In the winter of 1838-1839, the Cherokee were making their forced trek west along the main road - today’s Tunnel Lane. Several Cherokee died while camping here, but family oral history and modern technology came together to tell the story of the Hileman property and the Cherokee who traveled along the Trail of Tears in the winter of 1838-1839. Ground penetrating radar studies have been useful for detecting unmarked burials that may date to the removal era.

The Hileman brothers were buried here, the seventh and eighth markers from the left in the row. Family oral history and modern technology came together to tell the story of the Hileman property and the Cherokee who traveled along the Trail of Tears in the winter of 1838-1839.