



## 4<sup>th</sup> Grade Lesson Plans

### Rogers Art Collection

4<sup>th</sup> grade standards: SS4H Explain westward expansion in America. b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

[CCSS.ELA-LITERACY.W.4.1](#) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

Activity: Below are paintings about the Trail of Tears. Review the Indian Removal Act and other events that led to the Trail of Tears. View each painting and describe/discuss with your students. How does the title reflect the artwork? What colors and designs stand out? Who and from which tribe is the artist?

Have students write responses for the following. Share and discuss:

- What details of the Trail of Tears is shown in this painting?
- What emotion can you see being illustrated in this painting? (not applicable to Chimney Rock or Map)
- List any details of Cherokee/Southeastern Indian culture shown in the artwork.
- List any historical details.
- Which piece of artwork did you like the best? Explain why.

Paintings:

- The Great Cherokee Council of 1835 by Robert Annesley
- Day of Distant Thunder by Robert Annesley
- Chimney Rock of Oklahoma by Joan Hill
- Major Ridge
- Trail of Tears by Lee Joshua
- Cold, Cold Journey by Jerome Tiger
- He Traveled With Us and Called Many Names by Dorothy Sullivan
- Trail of Tears by Donald Vann
- Map of Indian Territory in Oklahoma
- Sorrow Hurts Unless You Give Up by Johnson Lee Scott

Resources for information on the Trail of Tears:

<https://www.nps.gov/trte/learn/historyculture/index.htm>

<https://www.okhistory.org/publications/enc/entry.php?entry=TR003>

<https://gpb.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/>

<https://history.state.gov/milestones/1830-1860/indian-treaties>

<https://www.pbs.org/wgbh/aia/part4/4p2959.html>

<https://www.nationalgeographic.org/thisday/may28/indian-removal-act/>

### ELA Extension Activity

CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Have students research the Trail of Tears. Break into smaller topics (the Indian Removal Act, major figures: John Ross, John Marshall, Andrew Jackson, Elias Boudinot, Samuel Worcester; the Cherokee Council of 1835, the Dahlonega Gold Rush, etc.).

### Extension lesson with Traveling Trunk:

- Watch the Trail of Tears DVD; discuss with students afterward
- Put up map of Cherokee nation in 1825 for reference
- Pass around items in the trunk while discussing Cherokee culture (corn, beans, squash, deerskin, muslin, clay and cast-iron pots, doll, ballgame sticks)
- Additional lesson plans and activities included in the traveling trunk