



8th grade lesson plans

Rogers Art Collection

8th grade standards: SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia. a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. d. Describe the role of William McIntosh in the removal of the Creek from Georgia. e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlongega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

[CCSS.ELA-LITERACY.W.8.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VA8.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.

VA8.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy. a. Write responses to works of art through various approaches.

Activity:

Below are pieces of art depicting life of American Indians during the time of European contact. 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? Describe the details of life shown in the painting including culture, food, weapons/tools, and shelter.

- Nature's Treat by Virginia Stroud
- Picking Chestnuts by Mary Adair
- Patterns by Robert Annesley

- Stickball Players by Clayburn Straugh
- Women and Horses by Virginia Stroud
- Daughters of Selu by Jeanne Rorex-Bridges

Below are paintings about the Trail of Tears. Review the Indian Removal Act and the 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.

Artwork:

- 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.8.7](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- Have students research the Trail of Tears. Break into smaller topics (the Indian Removal Act, major figures: John Ross, John Marshall, and Andrew Jackson, Elias Boudinot; the Cherokee Council of 1835, Dahlonega gold rush, Worcester v. Georgia, William McIntosh and the Creek Removal from Georgia, 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