

The Trail of Tears: Context and Perspectives

Daily Schedule

The workshop will run twice: July 10–15, 2022 and July 17–22, 2022.

Sunday

Inquiry 1: The Trail of Tears: What Was Left Behind?

12 noon- 2 PM

Welcome. Participant Arrival

Check-in at the Funk Heritage Center (FHC)

FHC staff member assigns room keys

Museum and Campus Tours

Lunch at the Appalachian Settlement (sack lunch).

2-2:30 PM

Meet and Greet at the Appalachian Settlement

Jeff Bishop (Director, Funk Heritage Center) and Kina Mallard (President, Reinhardt University) will welcome the participants.

Brief overview of workshop with Mark Roberts (Provost and Professor of English, Reinhardt University), Ken Wheeler (Professor of History, Reinhardt University) and Donna Coffey Little (Director, Etowah Valley Writers Low-Residency MFA Program, Reinhardt University)

Review the schedule / answer questions

2:30-3 PM

“Bayonets Gleaming at the Front Door”: Taking the First Steps on the Trail of Tears” – Tony Harris, Cherokee Nation citizen, outdoor Appalachian Settlement

Tony Harris, a Cherokee Nation citizen and elder, president of the Georgia chapter of the Trail of Tears Association, developer of the “Cherokee Gardens” Trail of Tears site in Marietta, GA, and recognized expert on the traditional uses of Cherokee plants and medicines will welcome participants to northwest Georgia, the heartland of the old Cherokee Nation prior to Removal, and use the setting of the Appalachian Settlement and its early 19th century cabins and their contents to evoke the time and place as U.S. soldiers showed up at the doorstep and fields of every Cherokee citizen and forced them to begin their journey to the West.

READING:

James Mooney, Myths of the Cherokee, pp. 229-335

3-3:30 PM **“What They Could Not Take with Them on the Trail of Tears” – Tony Harris, on the Native Plant Discovery Trail**

Harris will continue his lesson, focusing on the curated environment of the Cherokee. What may they have taken with them when they were suddenly forced to leave their homes? What would they be forced to leave behind?

3:30-5 PM **“The Experience of the Cherokee Trail of Tears (Using the Museum)” – W. Jeff Bishop, at the Bennett History Museum**

Participants will be invited to learn about the various Trail of Tears-related resources available to social studies teachers, historians, and others at the Funk Heritage Center, exploring the exhibits, including the newest exhibit, “Resistance & Resilience: The Cherokee Trail of Tears,” which features 24 interpretive panels, artifacts, original Cherokee and Creek art works; thousands of original primary source documents; interactive elements; and a large wall map outlining the various routes used in the Removal. Each participant will adopt the role of a historic figure involved in the Removal as they chart their way through the exhibit experientially, considering the historic events from various perspectives. Also available for exploration will be detailed inventories of items for which thousands of Cherokee families requested compensation from the U.S. government following their forced removal.

5-5:30 PM **“We Would Rather Die than Leave”: A Local Trail of Tears Cherokee Removal Story – Dr. Donna Coffey Little, Bennett History Museum**

Dr. Little will narrow the focus to the lives of a specific Cherokee family living in the immediate area of the Reinhardt University campus in the years leading up to the Cherokee Removal of 1838. The story of the Fourkiller family, who vowed to never leave and had many recorded interactions with the pioneer Reinhardt family, will be explored. Participants will engage with a number of different primary source documents available at the museum.

5:30-6 PM Break

6-7 PM Dinner at the Gordy Dining Center

EXPLORING INQUIRY 1: “What Was Left Behind?” – Dr. Nancy Marsh (Dean, Price School of Education, Reinhardt University)

Workshop participants will be given an opportunity to discuss among themselves in small groups – what was left behind by the Cherokee? What were the probable impacts of these losses? Participants will be invited to use these questions to form the beginnings of their lesson plans. What are

their objectives and goals? How might they incorporate the resources revealed from this first inquiry to meet those objectives and goals?

Monday

Inquiry 2: The Trail of Tears: What is the Relationship between Narrative and History?

7-8 AM Breakfast, Gordy Dining Center

8-11:30AM **“The Trail of Tears: The Doing of History” – Bruce Lesh (Director of the Social Studies, Science, STEM, Environmental Literacy, and Disciplinary Literacy Office of K-12 Social Studies, Maryland State Department of Education), Gordy Classroom**

An introduction to inquiry-based learning with particular emphasis on applying these techniques to the study of the Trail of Tears. Participants will be invited to develop new Trail of Tears-centered lesson plans. At the end of the week, participants will share their plans with one another, giving them a range of new materials to use in the classroom.

READING:

Bruce Lesh, Why Won't You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12

11:30 AM-12:30 PM Working Lunch, Gordy Dining Center

“The Truth About Stories” – Donna Coffey Little

“Stories are wondrous things. And they are dangerous.” In his The Truth About Stories, Native novelist and scholar Thomas King explores how stories change who we are and how we understand and interact with other people. Little will invite participants to explore the Cherokee culture's deep ties to storytelling, from ancient myths to contemporary works such as “The Cherokee Word for Water.”

READINGS:

Thomas King, The Truth about Stories: A Native Narrative
James Mooney, Myths of the Cherokee, pp. 229-335

12:30-1 PM Break

1-2 PM **“Cherokee Myths.” or “The STORY in History.” with Tony Harris, Mark A. Roberts and Bruce Lesh, Dining Area Courtyard**

ARTIFACT / RESOURCE OF THE DAY JOURNAL OPPORTUNITY

Participants will be invited to experience the world from a Cherokee perspective, through myths and stories that have been passed down orally through generations. These stories include:

How The World Was Made

The First Fire

Kana'ti And Selu: The Origin Of Game And Corn

Origin Of Disease And Medicine

How They Brought Back The Tobacco

The Journey To The Sunrise

The Moon And The Thunders.

2-2:30 PM

Break

2:30-3:30 PM

“Deconstructing Two Popular Trail of Tears Narratives Using Inquiry-Based Learning Techniques” – Bruch Lesh, Gordy Classroom

Participants will be invited to examine the “Burnett Birthday Story” and the “Tsali Story,” two immensely popular, yet deeply flawed and controversial Trail of Tears narratives. In what ways were/are these narratives useful? How does one determine the extent to which each is true or untrue? Does the traditional lecture and memorization model imply there is only one story, or many? Can stories be “evidence” when it comes to history? Are traditional oral narratives history?

3:30-4 PM

EXPLORING INQUIRY 2: “What is the Relationship between Narrative and History?” – Dr. Nancy Marsh, Gordy Classroom

Marsh will lead small groups of participants through discussion of questions including: What role does narrative play in history? How is the “doing of history” similar to constructing narrative? Is it different?

4-6 PM

Free time, including time for personal reflection and development of lesson plans, reading, and research, with Dr. Marsh available to small groups and one-on-one to lend assistance and focus. Dr. Marsh will provide direction on using the curriculum standards to make lesson plans and assessments. Methods will be provided for educators to scaffold instruction so students can “read like a historian.”

6-7 PM

Dinner, Gordy Dining Center

7-9 PM

Reception with Appalachian Music, performed by Mark A. Roberts and friends

Tuesday

Inquiry 3: The Trail of Tears: Is There “History Before History?” How Do We Incorporate Other Disciplines?

7-8 AM Breakfast, Gordy Dining Center

8:30-10:30 AM **“Archaeology of the Cherokee Heartland” – Ben Steere (Director, Cherokee Studies program, Western Carolina University), Gordy classroom**

Archaeologist Ben Steere will describe the ancient roots of Cherokee civilization in the southeastern U.S. What type of world existed in this area prior to the arrival of the Cherokee? What can the material culture from this prehistoric era tell us about the creation and greater context of the emerging Cherokee world?

READING:

Steere, Webb, and Idol, “A New Account of Mound and Village Sites in Western North Carolina: The Travels of Captain R. D. Wainwright”

10:30 AM-12:30 PM Lunch/Reflection Time, Gordy Dining Center

1-6 PM **Field Trip: Etowah Indian Mounds State Historic Site and Creek Removal**

ARTIFACT / RESOURCE OF THE DAY JOURNAL OPPORTUNITY – THE ETOWAH MALE & FEMALE EFFIGY FIGURES

Steere and Bishop will lead participants through the museum and grounds describing life in the ancient Mississippian city of Etowah. During the 45-minute bus trip there, Steere and Bishop will discuss the Removal of the Creek Indians from Georgia in the 1820s. The Creeks were the inheritors of the great Muscogee culture that once spanned the southeast. How were these people related to the Cherokee? How was their Removal story the same as that of the Cherokee, and how did it differ?

At the Etowah site and in the museum, participants will be invited to examine the Etowah effigy figures and reflect on them in their journals. What theories do historians and archaeologists have about them and their meaning? What does the way they were abandoned say about the figures and about the people who left them in that condition? How might effigies evoke place and people? Do we still make effigies today?

EXPLORING INQUIRY 3 – “Is There History Before History?”

On the ride back, Dr. Marsh will provide protocols to help students look at artifacts and primary and secondary sources. She will lead a discussion around the Inquiry Question of the Day – Is there “history before history,” in the 14,000-plus-year occupation of the southeast? In other words, can archaeology help fill in missing data to help contextualize the greater Cherokee Removal story? Does history begin with the written word, or does the material culture, discoverable through archaeology, help to inform or expand the narrative? In what way?

READING:

F. Kent Reilly III and James Garber, Ancient Objects and Sacred Realms: Interpretations of Mississippian Iconography, pp. 1-38

- 6-7 PM Dinner, Gordy Dining Center, followed by optional social activity.
- 7-9 PM OPTIONAL: Dr. Marsh will be available to meet with small groups and individuals to look at ways to differentiate instruction.

Wednesday

Inquiry 4: The Trail of Tears: What is Sovereignty and Why Is It Relevant to the Study of the Trail of Tears?

7-8AM Breakfast, Gordy Dining Center

8-10:30 AM **“From La Florida to Early Georgia: A Struggle for Sovereignty”**
– Ken Wheeler, Gordy classroom

Cherokee and Creek cultures faced enormous challenges beginning with the entrada of Hernando de Soto in 1540 and the devastating waves of disease that followed, destabilizing and depopulating the landscape. As French, Spanish, and English colonial powers battled for control of the continent, local populations struggled to adapt and survive, adopting new strategies and new ways of living. Who was sovereign, how was sovereignty threatened, and what strategies were employed to establish or retain it?

READING:

Charles Mann, 1491: New Revelations of the Americas before Columbus, pp. 35-70; 110-151

10:30-11 AM Break

11 AM-1 PM Lunchtime Lecture and Picnic (Appalachian Settlement)

“The Evolution of the Cherokee Town” – Ben Steere, Appalachian Settlement

Using the Appalachian Settlement as a backdrop, Dr. Steere will invite participants to explore how the Creek and Cherokee ways of life changed in drastic ways between the 18th and early 19th centuries, upsetting traditional ideas of sovereignty. He will focus on the importance of the Cherokee town, which was at the core of Cherokee identity during the early historic era.

READING:

Tyler Boulware, Deconstructing the Cherokee Nation: Town, Region, and Nation among Eighteenth-Century Cherokees

1-2; 5-6 PM

“What Structures Can Tell Us About the Trail of Tears” – Georgina DeWeese (Associate Professor of Geography, University of West Georgia), on the bus to the Major Ridge home

As lunch is distributed on the bus, geoscientist Georgina DeWeese will discuss her scientific investigations into historic Cherokee-built structures, inviting participants to note how these structures reveal the vast societal influences and changes that were transforming Cherokee society before and during Removal.

READING:

Georgina DeWeese, W. Jeff Bishop, et al, “The Dendroarchaeological Dating of the Chief John Ross House, Rossville, Georgia”

1-6 PM

Field Trip to the Chieftains Museum / Major Ridge home

ARTIFACT / RESOURCE OF THE DAY JOURNAL OPPORTUNITY – THE MAJOR RIDGE HOME

Participants will see first-hand the changes wrought by increasing interactions between colonial and Cherokee cultures. The Major Ridge home is “ground zero” for dealing with ideas of sovereignty and the Cherokee Nation for a number of reasons that will be explored during this session.

READINGS:

Thurman Wilkins, Cherokee Tragedy: The Ridge Family and the Declaration of a People

6-7 PM

Dinner, Gordy Dining Center, followed by optional group activity

7-9 PM OPTIONAL: Dr. Nancy Marsh will assist individuals and small groups with their lesson plans and invite them to explore the day's inquiry: "What is Sovereignty and Why is it Relevant to the Study of the Trail of Tears?"

Thursday

Inquiry 5: The Trail of Tears: Was Acculturation an Effective Strategy for the Cherokee?

7-8 AM Breakfast

8-11AM **"Georgia vs. the Creek and Cherokee Nations" -- Ken Wheeler, at the Gordy Center**

Wheeler will discuss the increasing tensions between the state of Georgia and its indigenous populations in the decades of the early 19th century. Despite the adoption of new strategies such as the development of written language, schools, and European-style farmsteads, Cherokees and other Native peoples struggled to find a firm footing as Georgia demanded more land for its white population.

READING:

Theda Perdue and Michael Green, The Cherokee Nation and the Trail of Tears

ARTIFACT / RESOURCE OF THE DAY JOURNAL OPPORTUNITY – THE CHEROKEE PHOENIX NEWSPAPER

Each participant will be given a replica copy of the *Cherokee Phoenix* newspaper as a resource to use in the classroom. What does the advent of a written language and a regular newspaper say about the changes that were occurring in the Cherokee Nation at the time? What evidence can be found for these changes in the newspaper itself?

11-12 PM Lunch

12-6 PM **Field Trip to New Echota State Historic Site and the Chief Vann House**

Participants will visit the former Cherokee Nation capital town site and tour the recreated *Cherokee Phoenix* newspaper office, the Supreme Court and National Council buildings, the Vann Tavern, and other buildings on the grounds. Afterwards, participants will travel to Spring Place, the plantation home of "Rich Joe Vann," the wealthiest citizen of the Cherokee Nation in the early 19th century and the subject of Macarthur Grant recipient Tiya Miles' famous study, The House on Diamond Hill. Miles's book explores the multiracial history of the Vann plantation and the roles played by Cherokee slaveholders, Cherokee subsistence farmers,

black slaves of various ethnic backgrounds, free blacks from the North and South, German-speaking Moravian missionaries, and white southern skilled laborers. How were these towns and home sites different from what we witnessed at the Etowah Indian Mounds and the Funk Heritage Center? Is there evidence of increased acculturation? Was acculturation a strategy? Did it succeed or fail? Why? Participants will also be encouraged to consider how attempts at acculturation included, at least among the higher-status or wealthier Cherokees like James and Joseph Vann, the adoption of a new plantation economy modeled on that of European-American neighbors. How did the acquisition of slaves impact the people of the Cherokee Nation as well as the new people who were brought to work and live there? Was the adoption of slavery a necessary cultural shift? How did it impact Spring Place and the Diamond Hill plantation? What were the institution's implications? What was the legacy of the adoption of slavery within the Cherokee Nation, particularly with regard to future ideas of Cherokee citizenship and sovereignty? How might these concepts be incorporated into lesson plans?

READINGS:

William G. McLoughlin, Cherokee Renaissance in the New Republic, pp. 350-451

Tiya Miles, The House on Diamond Hill: A Cherokee Plantation Story

6-7 PM

Dinner, Gordy Dining Hall

7-9 PM

OPTIONAL: Dr. Nancy Marsh will assist individuals and small groups with their lesson plans and invite them to explore the day's inquiry: "Was Acculturation an Effective Strategy for the Cherokee People?" Would another strategy have been more effective?

Friday

Inquiry 6: The Trail of Tears: How Did the Cherokee People Resist the Trail of Tears?

7-8:30 AM

Breakfast, Gordy Dining Hall

8:30-11:30 AM

"Until We Are Forced to Do So: The Trail of Tears" – Dr. Brett Riggs, Gordy Classroom

ARTIFACT / RESOURCE OF THE DAY – THE CHEROKEE LEGAL CLAIMS AGAINST THE U.S. GOVERNMENT

Despite being ordered to report to the removal forts established throughout Georgia and The Cherokee Nation, the vast majority of the Cherokee people continued to plant crops and go about their daily routines, ignoring the orders. Was this an active or passive resistance, or civil disobedience,

a full decade before Henry David Thoreau first coined the term? Events leading up to the forced Cherokee Removal of 1838 will be examined, along with the lasting legacies the Trail of Tears has imprinted on the nation.

Participants will be introduced to resources available on the Funk Heritage Center website, including transcriptions of first-person accounts of the Cherokees detailing their removal from their homeland. The website also provides links to a plethora of other primary source material, including the *Cherokee Phoenix* newspaper, letters and diaries, and other resource materials. Copies of the original claim source documents are also available to participants as part of the Trail of Tears exhibit at the Bennett History Museum.

READINGS

Theda Perdue and Michael Green, [The Cherokee Removal: A Brief History with Documents](#)

Cherokee claims from the Funk Heritage Center archives.

11:30 AM-1:00 PM **Lunch & “An Opportunity to Reflect” – Mark Roberts, Gordy Center**

Thoughts on the week’s experiences. An open invitation for others to share, as well. Thoughts on how to tie inquiry-based learning techniques, as well as creative response, to the content learned during the week’s workshops.

1-2 PM **Evaluation/De-briefing, Gordy Center**

Participants will be asked to complete a written evaluation form. Once all participants have completed the evaluation, Project Director Jeff Bishop will lead participants in a de-briefing discussion, asking participants for recommendations to improve future offerings of this or similar workshops for teachers.

2-3 PM **Donna Coffey Little -- “The Legacy of the Land, the Legacy of a People”, Gordy Center**

Little will invite participants to reflect on the legacies the Cherokee people have left behind. What are we to do with these legacies? She will discuss her own mixed feelings of owning what was once Cherokee land. Participants will be invited to share their own feelings about this cultural inheritance. How much of this should be imparted to students? In what ways might students be encouraged to reflect on these inheritances?

READING:

<https://etowahvalleypilgrimage.com/> (Donna Coffey Little’s blog)

3-3:30 PM **Parting Words, and a final Cherokee story, from Tony Harris, Gordy Center.**

3:30 PM Adjournment.

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Reading List

Anderson, William L. *Cherokee Removal: Before and After*. University of Georgia Press, 1991, pp. 1-28; 75-95.

Bishop, W. Jeff. *Agatahi: The Cherokee Trail of Tears: A People's Resistance Against the Forced Removal from their Southeast Homeland as Related in their Own Words*. Boll Weevil Press, 2017.

Boulware, Tyler. *Deconstructing the Cherokee Nation: Town, Region, and Nation among Eighteenth-Century Cherokees*. University Press of Florida, 2015.

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Dale, Edward Everett and Gaston Litton. *Cherokee Cavaliers*. University of Oklahoma Press, 1995, pp. 3-17.

Denson, Andrew. *Monuments to Absence: Cherokee Removal and the Contest over Southern Memory*. University of North Carolina Press, 2017, pp. 1-17; 53-134.

DeWeese, Georgina G., W. Jeff Bishop, and Henri D. Grissino-Mayer. "The Historical Dendroarchaeology of the Green Hotel, Cave Spring, Georgia." *Dendrochronologia*, vol. 43, 2017, pp. 74-80.

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Green, Michael D. *The Politics of Indian Removal: Creek Government and Society in Crisis*. University of Nebraska Press, 1985, pp. 1-139.

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Hudson, Charles. *Knights of Spain, Warriors of the Sun: Hernando de Soto and the South's Ancient Chiefdoms*. University of Georgia Press, 1998, pp. 1-38; 146-184.

Hudson, Charles. *The Southeastern Indians*. University of Tennessee Press, 1976, pp. 120-257.

King, Adam. *Etowah: The Political History of a Chiefdom Capital*. University of Alabama Press, 2002, pp. 50-138.

King, Thomas. *The Truth About Stories: A Native Narrative (Indigenous Americas)*. House of Anansi Press, Inc., 2003, pp. 1-29.

Lankford, George E. *Looking for Lost Lore: Studies in Folklore, Ethnology, and Iconography*. University of Alabama Press, 2009, pp. 98-125.

Lesh, Bruce. *Why Won't You Just Tell Us the Answer? Teaching Historical Thinking in Grades 7-12*. Stenhouse Publishers, 2010.

Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. The New Press, 1995, pp. 91-129.

McLoughlin, William G. *Cherokee Renascence in the New Republic*. Princeton University Press, 1992, pp. 350-451.

Mandell, Nikki and Bobbie Malone. *Thinking Like a Historian: Rethinking History Instruction*. Wisconsin Historical Society Press, 2007.

Mann, Charles C. *1491: New Revelations of the Americas Before Columbus*. Vintage Books, 2006, pp. 35-70; 110-151.

Miles, Tiya. *The House on Diamond Hill: A Cherokee Plantation Story*. University of North Carolina Press, 2012.

Mooney, James. *Myths of the Cherokee*. Dover Publications, Inc., 1995, pp. 229-335.

Perdue, Theda. *Cherokee Editor*. University of Tennessee Press, 1983, pp. 65-143.

Perdue, Theda. *Cherokee Women: Gender and Culture Change, 1700-1835*. Bison Books, 1999, pp. 13-59.

Perdue, Theda and Michael D. Green. *The Cherokee Nation and the Trail of Tears*. Penguin Books, 2008.

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Rozema, Vicki. *Voices from the Trail of Tears*. Blair, 2003.

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Wilkins, Thurman. *Cherokee Tragedy: The Ridge Family and the Decimation of a People*. University of Oklahoma Press, 1989.

Worth, John E. "Bridging History and Prehistory: General Reflections and Particular Quandaries." 69th Annual Meeting of the Southeastern Archaeological Conference, 9 November 2012, Baton Rouge, LA. Symposium Paper.