

Instructions for: Cherokee Nation Testimony

The students will be reading primary sources about the plight of the Cherokee nation to understand the different attitudes and beliefs people had about them in the 1800's. Then they will role play scenarios in which they will give testimony about their experience of the Cherokee dilemma.

Materials:

1. Four primary sources
 - source #1: Twelve Missionaries
 - source #2: Lewis Cass, Superintendent of Indian Affairs
 - source #3: Cherokee Leaders
 - source #4: President Andrew Jackson
2. Analysis sheet for a document.
3. Worksheet, "Arguments for and against the removal of the Cherokees"

Procedure:

1. Divide the class into groups of four.
2. Give to each group copies of one source. For instance, one group would have copies of source #1, Twelve Missionaries.
3. Have the students in their groups analyze their source. See Analysis worksheet.
4. Role Playing: Arguments before Congress
Students will role play the source assigned in which they will be giving testimony before Congress about whether the Cherokees should be removed.

Four students from each group would volunteer to act out in front of the class. The actor's purpose is to portray the attitude and beliefs of the primary source the group was assigned. The actor will do this by paraphrasing the part assigned. This way the entire class will become familiar with all the primary sources.

(Each source is divided into four parts: Part A, B, C, and D. Each actor can volunteer to role play one of the parts)

5. The teacher calls on the actors for source #1 to portray their part, then source #2, and so on. Teacher acts as host and interviews the actors about their point of view
6. The rest of the class would fill out the worksheet, "Arguments on the Cherokee", during each presentation. Students can also ask questions of the actors.
7. When all is done, debrief the whole lesson with questions and observations. Students then write a letter to Congress about their recommendation.