

Sequoyah and the “Trail of Tears”

Grade Level: Second Grade

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Length of Unit: Ten Days

I. ABSTRACT

The purpose of this project is to allow students to learn about the significant impact the Native Americans have had on history. Students will study factual information about the triumph and tragedy of Sequoyah and the Cherokee people. They will develop an awareness of multicultural similarities and differences through literature selections, language arts and map skills.

II. OVERVIEW

A. Concept Objectives

1. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation.
2. The student will be introduced to the tragedy of the “Trail of Tears” and the triumph of the Cherokee people.

B. Content from the *Core Knowledge Sequence*

1. Language Arts:
 - a. Reading Comprehension and Response
 - (1) Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - b. Writing
 - (1) Produce a variety of types of writing -- such as stories, reports, letters, and poems. [p.43]
 - c. Spelling, Grammar, and Usage
 - (1) Write legibly on standard-ruled notebook paper. [p.44]
 - d. Sayings and Phrases
 - (1) *Where there's a will there's a way.* [p.46]
2. American History and Geography:
 - a. Geography
 - (1) Understand that maps have keys or legends with symbols and their uses. [p.47]
 - (2) Find directions on a map and globe. [p.47]
 - b. Native American History
 - (1) Sequoyah and the Cherokee alphabet. [p.49]
 - (2) Forced removal to reservations: the “Trail of Tears.” [p.47]
 - c. Geography of the Americas
 - (1) Territories, Mississippi River, Appalachian Mountains. [p.51]

C. Skills Objectives from the *Edmond Public School Information Literacy Skills*

1. Reading / Language Arts
 - a. The student will restate a story or event with a clear beginning, middle, and end. (3.1.1)
 - b. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. (3.1.2)
 - c. The student will print uppercase and lowercase letters legibly in words and sentences. (6.3.1)
 - d. The student will compose a summary of information. (7.2.2)

2. Social Studies
 - a. The student will identify a specific symbol on a given map key. (1.1.1)
 - b. The student will use legend information on a map to locate a designated area.(1.1.4)
 - c. The student will locate a place or determine a direction on a map using a compass rose. (1.1.5)
 - d. The student will use K-W-L charts (what the student knows, what the student wants to know and what the student has learned) to demonstrate comprehension. (3.4.5)
 - e. The student will recognize the historical person associated with given information. (4.3.1)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Bruchac, J. *The Trail of Tears*. New York: Random House, 1999. ISBN 0-679-99053
 2. Petersen, D. *Sequoyah Father of the Cherokee Alphabet*. Chicago: Children’s Press.1991. ISBN 0-516-04180
 3. Roop, P. and C. *If You Lived With the Cherokee*. USA: Scholastic, 1995. ISBN0-590-95606
- B. For Students
 1. Geography; spatial sense
 2. Literary Terms: characters, heroes, and heroines

IV. RESOURCES

- A. Books
 1. Bruchac, J. *The First Strawberries A Cherokee Story*. New York: Dial Books for Young Readers, 1993. ISBN0-8037-1331-2
 2. Bruchac, J. *The Trail of Tears*. New York: Random House, 1999. ISBN 0-679-99053
 3. dePaola, T. *The Popcorn Book*. New York: Holiday House, Inc. 1978. ISBN 0-8234-0314-9
 4. Hirsch, E.D. Jr. *What Your Second Grader Needs to Know*. New York: Delta. 1991. ISBN 0-385-31843-x
 5. Petersen, D. *Sequoyah Father of the Cherokee Alphabet*. Chicago: Children’s Press.1991. ISBN 0-516-04180
 6. Roop, P. and C. *If You Lived With the Cherokee*. USA: Scholastic, 1995. ISBN0-590-95606-x
 7. Steverson, L. *Thematic Unit Native Americans (Primary)*. Westminster, CA, 1991. ISBN 1-55734-276-8
 8. Santella, A. *A True Book The Cherokee*. USA: Children’s Press, 2001. ISBN0-516-27315-9
 9. Van Laan, N. *Rainbow Crow*. New York: Dragonfly Books:, 1989. ISBN 0-394-89577-0
- B. Books on Tape
 1. Oppenheim, J. *Sequoyah: Cherokee Hero*. USA: Troll Associates, 1979. ISBN 0-89375-149-9.
- C. Map
 1. Carson-Dellosa Publishing Co., Inc. *Carson-Dellosa’s Jumbo Map Pad*. Greensboro, NC: CD-3091 US Map

- D. Music/CD
 1. Cherokee Nation. *Children's National Cherokee Choir*. Cherokee Nation Gift Shop, PO Box 1037, Tahlequah, OK, 74465. (Toll free number: 1-800-256-2123)
- E. Video
 1. Martin, B. Jr. & Archambault, J. *Knots On a Counting Rope*. Spoken Arts: Reading Rainbow, Episode #053. GPN, P.O. Box 80669, Lincoln, NE 68501-0669.
- E. Websites
 1. <http://www.powersource.com/gallery/people/sequoyah.html>
 2. <http://www.treesofmystery.net/redpict.htm>
 3. <http://www.umkc.edu/imc/mankillr.htm>
 4. <http://www.ellensplace.net/rogers.html>
 5. <http://www.thestudigroup.com/facts.html>
 6. <http://title3.sde.state.ok.us/library/itv/conley/conley.html>
 7. <http://www.cherokee.org/>

V. LESSONS

Lesson One: Sequoyah's Family

A. Daily Objectives

1. Concept Objectives
 - a. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation.
2. Lesson Content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - c. Native American History: Sequoyah and the Cherokee alphabet [p.49]
3. Skill Objectives
 - a. The student will use K-W-L charts (what the student knows, what the student wants to know and what the student has learned) to demonstrate comprehension. [EPSILS (3.4.5)]
 - b. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - c. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - d. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]

B. Materials

1. United States wall map
2. Writing paper, chart paper, markers, and pencils
3. Weaving boards (empty material bolts) and yarn
4. Books: *The Cherokee* by A. Santella, *If You Lived With the Cherokee* by P. and C. Roop, *The First Strawberries A Cherokee Story* retold by J. Bruchac, *Sequoyah Father of the Cherokee Alphabet* by D. Petersen, Dictionaries
5. Sequoyah and the "Trail of Tears" Challenge Packet (Copies for students who need to be challenged further.) (Appendix A)
6. Fresh strawberries (Enough for each student to have two.)
7. Large piece of brown construction paper folded in half for each student

- C. *Key Vocabulary*
1. respect - To have or show high regard for; esteem; honor.
 2. noble - Having or showing good or moral qualities.
 3. hero - A man or boy who is known for his courage, nobility, great deeds, etc.
- D. *Procedures/Activities*
1. The teacher will help the students complete the *Know* and *Want to know* part of the K-W-L chart.
 2. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 3. The teacher will introduce the lesson by discussing where Sequoyah was born and his family history. Book: *Sequoyah Father of the Cherokee Alphabet* by D. Petersen (pp. 6-7) *Where was Sequoyah born? (Tennessee)*
 4. Students will locate the Smoky and Appalachian Mountains and present-day Tennessee
 5. Students will complete a printing page for their Native American booklet. Printing page: *Sequoyah's Family* Sequoyah was probably born about 1770, at a Cherokee village called Tuskegee. It is in the Smoky Mountains, in present-day Tennessee. Even though he is one of the greatest Cherokee heroes, Sequoyah was only half Indian. Sequoyah's mother was from a respected and noble Cherokee family. His father, Nathaniel Gist, was a famous Indian trader and friend to George Washington. Adapted from *Sequoyah Father of the Cherokee Alphabet* by D. Petersen.
 6. The teacher will read and discuss the history and techniques of Native American arts and crafts, focusing on weavings. (Example: baskets, blankets and rugs) Book: *The Cherokee* by A. Santella (p.24) and *If You Lived With the Cherokee* by P. and C. Roop (pp.30-33). *Name some of the crafts that the Cherokees made. (clay pots, baskets, masks).*
 7. Weaving: Prepare the boards by wrapping six strands of jute, leaving a finger space between each strand. Secure with masking tape. Students will cut a piece of yarn about a yard long and tie one end to an outside warp strand. Start weaving at the bottom of the board over/under, over/under until you get to the other side. Repeat going back the other way. When they get to the end of the piece, just cut off any extra and repeat with a new piece. Push the yarn down each time you finish a string. Continue until the board is filled. Turn the weaving to the back and cut half way from the top. Tie two knots in every two strands.
 8. Storytime: The teacher will read *The First Strawberries A Cherokee Story*, retold by J. Bruchac. *Why did the woman leave? (The man said harsh words.) What is the lesson of this story? (The lesson is to always be kind to each other, to remember that friendship and respect are as sweet as strawberries.)* After the discussion time is finished, pass out the fresh strawberries for the students to enjoy.
 9. The teacher will hand out Sequoyah and the "Trail of Tears" Challenge Packets to those students who need to be challenged further. (Appendix A)
 10. For the duration of the unit the teacher will collect student's work and keep it in their Native American booklet. (folded brown piece of construction paper)
- E. *Assessment/Evaluation*

1. The teacher will informally assess students during the completion of the *Know and What you want to know* portion of the KWL chart. (Targeted learning styles: Visual and Auditory Learner)
2. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
3. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Two: Sequoyah's Name

A. Daily Objectives

1. Concept Objectives
 - a. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation
2. Lesson Objectives
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - c. Sayings and Phrases: *Where there's a will there's a way*. [p.46]
 - d. Native American History: Sequoyah and the Cherokee alphabet [p.49]
3. Skill Objectives
 - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - b. The student will restate a story or event with a clear beginning, middle, and end. [EPSILS (3.1.1)]
 - c. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - d. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]

B. Materials

1. Writing and drawing paper, pencil, and crayons
2. *Knots on a Counting Rope* Retelling Checklist (Appendix B)
3. 24" of jute rope for each child
4. Book and video: *Knots on a Counting Rope* by B. Martin, Jr. and J. Archambault, *Sequoyah Father of the Cherokee Alphabet* by D. Petersen, Dictionaries
5. CD: *Children's National Cherokee Choir* and CD player

C. Key Vocabulary

1. lame - Crippled or disabled, especially in a leg or foot.
2. language - The sounds spoken and heard or the symbols written and read by human beings to express emotions and ideas or record facts.
3. disability - Lack of ability to function normally.

D. Procedure/Activities

1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
2. The teacher will introduce Sequoyah's names and his will to overcome his disability. Book: *Sequoyah Father of the Cherokee Alphabet* by D. Petersen

(pp. 8-9) *What does Sequoyah's name mean? ("The Lame One") What was his English name? (George Guess)*

3. Students will complete a printing page for their Native American booklet. Printing page: *Sequoyah's Name* During his life, Sequoyah had several names. When he was born, a sparrow landed on the window of his house. His mother named her son Tsis-kwa'ya ("The Sparrow"). As he grew older other Cherokees noticed that he was lame in one leg. The name Sequoyah means "The Lame One" in the Cherokee language. Adapted from *Sequoyah Father of the Cherokee Alphabet* by D. Petersen.
 4. Students will relate the saying "Where there's a will there's a way." to Sequoyah's life. *What did Sequoyah find the will to do? (He found the will to overcome his handicap.)*
 5. Students will draw a picture of Sequoyah's birth home. (Picture found in *Sequoyah Father of the Cherokee Alphabet* by D. Petersen) (p. 8) *What type of home was Sequoyah born? (log cabin)*
 6. Students will watch the video *Knots on a Counting Rope*. Discussion: *What disability did the boy have? (He was blind.) What did the knots on the rope represent? (They represent events in his life.) Did the boy's life represent the saying "Where there's a will there's a way."? (Yes, he overcame his handicap.) What did Sequoyah and the boy have in common? (They were both handicapped, but they found the will to overcome.)*
 7. The teacher will give each child a rope. *What will the first knot represent? (birth)* Have students tie a knot in the rope to mark their birth. The teacher will then use her life to model tying knots on the rope. (Example: Birth, first day of kindergarten, graduating from college, etc.)
 8. The students will tie knots on their ropes to represent important events in their life. The teacher will go over the *Knots on a Counting Rope* Retelling Self Evaluation Checklist (Appendix B) so students are aware of the expectations. They will take the ropes home and retell the story of their life to their parents.
 9. For enjoyment and cultural awareness for the duration of the unit the teacher will play the CD, *Children's National Cherokee Choir*.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
 2. Students will use the *Knots on a Counting Rope* Retelling Self Evaluation Checklist to evaluate their retelling of their story. (Appendix B) (Targeted learning styles: Auditory and Tactile/Kinesthetic Learner)
 3. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Three: "Talking Leaves"

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation.
2. Lesson content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]

- c. Native American History: Sequoyah and the Cherokee alphabet [p.49]
- 3. Skill Objectives
 - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - b. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - c. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
- B. *Materials*
 - 1. Cherokee Alphabet:
URL: <http://www.powersource.com/gallery/people/sequoyah.html>
 - 2. Copies of Native American picture dictionary found in *Thematic Unit - Native Americans* by Teacher Created Materials, Inc. (pp. 16-17)
 - 3. Paper, pencils, stapler, and crayons
 - 4. Books: *Rainbow Crow* retold by N. Van Laan, *Sequoyah Father of the Cherokee Alphabet* by D. Petersen, Dictionaries
- C. *Key Vocabulary*
 - 1. symbol - Something chosen to stand for or represent something else.
 - 2. syllabary -An alphabet that is made up of sets of syllables rather than letters.
- D. *Procedures/Activities*
 - 1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 - 2. The teacher will read and discuss *Rainbow Crow* retold by N. Van Laan. *This story has a problem, what is it? (The snow is about to cover up all the animals.) How do the animals solve the problem? (They choose Rainbow Crow to go up to the Great Spirit and get fire.)*
 - 3. Discuss the importance of written language. *If we did not have written language in 2003, what things would change? (There would not be any books, newspapers, comic books, etc.) Other than words, how would we express our thoughts? (pictures, drawings) Would all the pictures for words like travel or dog be the same? (No, each person would make a different picture.) Is our alphabet an important way for us to communicate?*
 - 4. Students will design symbols for a Native American dictionary found in *Thematic Unit - Native Americans* by Teacher Created Materials, Inc. (pp.14-17)
 - 5. The teacher will read and discuss information about the Cherokee syllabary found in *Sequoyah Father of the Cherokee Alphabet* by D. Petersen. (pp.16-18) *At first Sequoyah tried to make a picture symbol for every word. Why didn't this work? (There were too many words.)*
 - 6. Students will print off a personal copy of the Cherokee syllabary by logging on to the on-line URL: <http://www.powersource.com/gallery/people/sequoyah.html>. (At the end of the unit students can glue this to the cover of their Native American booklet.)
 - 7. Students will complete a printing page for their Native American booklet. Printing page: “*Talking Leaves*”. At the age of thirty-nine, Sequoyah found the “talking leaves.” These were the pieces of paper with written words. The white man used them to send messages to each other. The Cherokee had no written language. Any Cherokee who wanted to learn to read and write had to learn

English. If only there was a Cherokee alphabet! Adapted from *Sequoyah Father of the Cherokee Alphabet* by D. Petersen.

- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
 2. Each student will share their dictionary with another student and discuss their differences and similarities. During a follow up discussion time the teacher will informally assess the students understanding of why it was important to the Cherokee to have only one syllabary. (Targeted learning styles: Auditory and Visual Learners)
 3. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Four: Sequoyah's Accomplishments

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation.
 2. Lesson Content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - c. Native American History: Sequoyah and the Cherokee alphabet [p.49]
 3. Skill Objectives
 - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - b. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
- B. *Materials*
1. Writing paper, pencil
 2. Computer: On-line available URL: <http://www.treesofmystery.net/redpict.htm>
 3. Sequoyah Evaluation Rubric (Appendix C)
 4. Book: *Sequoyah Cherokee Hero* by J. Oppenheim, Dictionaries
 5. Tape player
- C. *Key Vocabulary*
1. accomplished - Skillful, as in an art; well trained.
 2. developed - To work out in detail; unfold.
 3. tribute - A speech, compliment, gift, etc., given to show admiration, gratitude, or respect.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 2. The teacher will read and discuss Sequoyah's talents and what made him famous. Book: *Sequoyah Cherokee Hero* by J. Oppenheim (pp. 10-11) *Give an example of how being talented at working with his hands helped Sequoyah develop the Cherokee syllabary? (He had to draw the letters.) The teacher will discuss the tributes made to Sequoyah for his life's accomplishments. (Sequoyah Indian School, Sequoyah Book Awards)*

3. Students will log on to the on-line URL: <http://www.treesofmystery.net/redpict.htm> to find information about Sequoia trees. This site compares the height of a child with the height of the giant Sequoia tree.
 4. Students will complete a printing page for their Native American booklet. Printing page: *Sequoyah's Accomplishments* Sequoyah accomplished much during his long life. He was a skilled silversmith, a talented painter, and an experienced soldier. He is remembered best for giving his people the gift of reading and writing. Sequoyah is the only person known to have developed a writing system. As a tribute to this great man, a scientist named Stephen L. Endlicher named the huge redwood trees in California after him. Adapted from *Sequoyah Father of the Cherokee Alphabet* by D. Petersen.
 5. Listening Center: Students will listen to *Sequoyah: Cherokee Hero* by J. Oppenheim.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
 2. The teacher will go over the Sequoyah Evaluation Rubric so students are aware of the expectations. Students will summarize Sequoyah's life by making a flipbook. Directions: (1.) Fold a piece of copy paper in half. (*hot dog*) (2.) Fold in half again. (*hamburger*) (3.) Fold in half again. (*hamburger*) (3.) Unfold back to the "hot dog" shape. They should have four folds. (4.) Lift one side and cut to the center on the four creased lines. Be sure not to cut through both sides. (5.) On each flap starting with birth, students will draw pictures of important events in Sequoyah's life. (6.) Have students lift flaps and describe in their own words, facts about their illustration. Use the Sequoyah Evaluation Rubric to evaluate student's work. (Appendix C) (Targeted learning styles: Visual, Auditory, and Tactile/Kinesthetic Learner)
 3. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Five: Introduction to the Cherokee Way of Life

A. *Daily Skills*

1. Concept Objectives
 - a. The student will be introduced to the tragedy of the "Trail of Tears" and the triumph of the Cherokee people.
2. Lesson Content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - c. Native American History: Forced removal to reservations: the "Trail of Tears." [p.47]
3. Skill Objectives
 - a. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - b. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]

- c. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
- B. *Materials*
- 1. United States and World map
 - 2. Writing paper, green construction paper, and pencil
 - 3. Large bag of popped popcorn, raffia, orange, yellow, and blue Powder Tempera paint
 - 4. Books: *If You Lived With the Cherokee* by P. and C. Roop, Dictionaries
- C. *Key Vocabulary*
- 1. customs - A usual way of acting or doing something; habit.
 - 2. adopted - To take and have or use as one's own.
 - 3. maize - Corn, the plant or its seeds; Indian corn.
- D. *Procedure/Activities*
- 1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 - 2. The teacher will read and discuss the blending of the two cultures. (Example: farming techniques) Book: *If You Lived With the Cherokee* by P. and C. Roop (pp.66-68)
 - 3. The students will locate Appalachian Mountains on the United States map and Europe on the world map.
 - 4. Students will complete a printing page for their Native American booklet. Printing page: *Introduction to Cherokee Early Way of Life*. About 150 years ago the Cherokee people lived in the wooded valleys of the Appalachian Mountains. After the white newcomers from Europe came to this country, the Cherokees began to trade with them and adopted many of their customs. Adapted from *The Trail of Tears* by J. Bruchac.
 - 5. Corn mosaic: Put popcorn into 3 sacks with a little Powder Tempera and shake well. On a green piece of construction paper students will draw the outline of an ear of corn and create a mosaic by gluing the colored corn on the inside of the drawing. Tie a bow of raffia at the top of the paper.
- E. *Assessment/Evaluation*
- 1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
 - 2. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Six: Developing Problems

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. The student will be introduced to the tragedy of the "Trail of Tears" and the triumph of the Cherokee people.
 - 2. Lesson Content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - c. Native American History: Forced removal to reservations: the "Trail of Tears." [p.47]
 - 3. Skill Objective

- a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - b. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
 - c. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
- B. *Materials*
1. “Trail of Tears” word search (Appendix D)
 2. Writing paper, pencil, and highlighter
 3. Books: *The Cherokee A New True Book* by E. Lepthien, Dictionaries
- C. *Key Vocabulary*
1. homeland - The country in which a person has his home or was born.
 2. discovered - To find out, get knowledge of, or come upon before anyone else.
- D. *Procedure/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 2. The teacher will read and discuss problems between the Cherokee and white settlers found in *The Cherokee A New True Book* by E. Lepthien. (pp. 27-30)
Name the two reasons the white people wanted Cherokee land. (land and gold)
Name the president that ordered the Cherokee moved from their land. (President Andrew Jackson)
 3. The students will brainstorm related words for their word search and number and list them on the back of their paper. (Examples: Gold, corn, settlers, Cherokee, Sequoyah, land, Native American, President Jackson, John Ross)
Students will complete the “Trail of Tears” word search using the generated word list. Next they exchange their word search with a friend. (Appendix D)
 4. Students will complete a printing page for their Native American booklet.
Printing page: *Developing Problems* The Cherokees tried to get along with the white settlers as more and more of them moved into the Cherokee’s homeland. Problems grew when gold was discovered. Many white people, including President Jackson, wanted the Cherokees to move to a new home. Adapted from *The Trail of Tears* by J. Bruchac.
- E. *Assessment/Evaluation*
1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
 2. The teacher will formally assess the word search to see if all words were used. (Targeted learning style: Visual Learner)
 3. The teacher will informally assess the student’s understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Seven: Cherokees Forced to Move

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will be introduced to the tragedy of the “Trail of Tears” and the triumph of the Cherokee people.
 2. Lesson Content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]

- b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
- c. Native American History: Forced removal to reservations: the “Trail of Tears.” [p.47]
- 3. Skill Objectives
 - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - b. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
 - c. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
- B. *Materials*
 - 1. Writing and drawing paper, pencil, and crayons
 - 2. Brown paper grocery sack
 - 3. Books: *If You Lived With the Cherokee* by P. and C. Roop, Dictionaries
- C. *Key Vocabulary*
 - 1. forced - To compel to do something by using power or persuasion.
 - 2. resisted - To work or strive against.
- D. *Procedures/Activities*
 - 1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 - 2. The teacher will read and discuss the reasons for the Cherokee removal from their land. Book: *If You Lived With the Cherokee* by P. and C. Roop (pp.68-71) *Name the ways the Cherokees traveled to Indian Territory. (boat, walk, wagons, horses) What did the soldiers say about what they could take? (You can take only what you can carry.)*
 - 3. The teacher will tell the students to imagine that they must leave their home now. Hold up a brown grocery sack to indicate the size and tell students that everything they take must fit in the sack. Remind students that they must take things essential to life. (Example: food, clothing, shelter, etc.) Students will draw a sack and the items they would take on the journey.
 - 4. Students will complete a printing page for their Native American booklet. Printing page: *Cherokees Forced to Move* The white people wanted more Cherokee land to farm and mine for gold, but the Cherokees did not want to move. In 1838, U.S. soldiers forced 17,000 Cherokees to leave their homes with only the things they could carry on their backs. Those who resisted were arrested or shot. Adapted from *The Trail of Tears* by J. Bruchac.
- E. *Assessment/Evaluation*
 - 1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
 - 2. The teacher will informally assess student’s drawings by checking to see if students included necessary objects needed for the trip to Indian Territory. (Targeted learning style: Visual and Auditory, and Tactile/Kinesthetic Learners)
 - 3. The teacher will informally assess the student’s understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Eight: The Trail

- A. *Daily Objectives*
1. Concept Objectives
 - a. The student will be introduced to the tragedy of the “Trail of Tears” and the triumph of the Cherokee people.
 2. Lesson Content
 - a. Language Arts: Write legibly on standard-ruled notebook paper. [p.44]
 - b. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - c. Geography: Understand that maps have keys or legends with symbols and their uses. [p.47]
 - d. Geography: Find directions on a map and globe. [p.47]
 - e. Native American History: Forced removal to reservations: the “Trail of Tears.” [p.47]
 - f. Geography: Territories, Mississippi River, Appalachian Mountains [p.51]
 3. Skill Objectives
 - a. The student will print uppercase and lowercase letters legibly in words and sentences. [EPSILS (6.3.1)]
 - b. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
 - c. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - d. The student will identify a specific symbol on a given map key. [EPSILS (1.1.1)]
 - e. The student will use legend information on a map to locate a designated area. [EPSILS (1.1.4)]
 - f. The student will locate a place or determine a direction on a map using a compass rose. [EPSILS (1.1.5)]
- B. *Materials*
1. Writing paper, pencil, crayons, stickers that look like tears (Weather/Raindrops)
 2. United States map (Carson-Dellosa’s Jumbo Map Pad, Carson-Dellosa Publishing Co., Inc., Greensboro, NC. CD-3091 US Map)
 3. Books: *What Your Second Grader Needs to Know* by E.D. Hirsch, JR., Dictionaries
- C. *Key Vocabulary*
1. survivor - A person or thing that survives.
 2. tragedy - A sad or disastrous event.
 3. triumph - A victory or success of any kind.
 4. territory - A large division of a nation or country, having a limited amount of self-government.
- D. *Procedures/Activities*
1. Introduce the key vocabulary. Write the word on the board. Choose a student to read the word, look up the word in the dictionary, read the definition, and use the word in context.
 2. The teacher will read and discuss the length, time, and hardships along the trail. Book: *What Your Second Grader Needs to Know* (p.153-154) *Where did the Cherokees have to move? (Indian Territory that was hundreds of miles away.) Many of them died. How did they die? (They starved or got sick.)*
 3. Students will complete the United States map by using the compass rose to locate, the “Trail of Tears”, Indian Territory, Appalachian Mountains, and the

Mississippi River. They will draw symbols for each in the legend and mark them on the map. Have students put tear stickers to mark the “Trail of Tears”. (Raindrop stickers look just like tears!) *Note: Use this map to add Core Knowledge information throughout the year.

4. Students will complete a printing page for their Native American booklet. Printing page: *The Trail* The 800-mile trip took many months and the Cherokees were often hungry, cold, and sick. The road they traveled became known as the “Trail of Tears.” Over 4000 Cherokee people died along the way. The survivors made a new beginning at the end of the trail where they built the town of Tahlequah. Adapted from *The Trail of Tears* by J. Bruchac.

E. *Assessment/Evaluation*

1. The teacher will collect the printing page and formally assess to see that words and sentences are legible. (Targeted learning styles: Visual and Tactile/Kinesthetic Learners)
2. The teacher will formally assess students completed maps to see if they included a legend with symbols for Cherokee land, Indian Territory, Appalachian Mountains, Mississippi River, and the “Trail of Tears” and that they have marked them on the map. (+6/6) (Targeted learning styles: Visual and Tactile/Kinesthetic Learner)
3. The teacher will informally assess the student’s understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

Lesson Nine: Review and Extend

A. *Daily Objectives*

1. Concept Objectives
 - a. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation.
 - b. The student will be introduced to the tragedy of the “Trail of Tears” and the triumph of the Cherokee people.
2. Lesson Content
 - a. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - b. Language Arts: Produce a variety of types of writing -- such as stories, reports, letters, and poems. [p.43]
 - c. Native American History: Sequoyah and the Cherokee alphabet [p.49]
 - d. Native American History: Forced removal to reservations: the “Trail of Tears” [p.47]
3. Skill Objectives
 - a. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - b. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
 - c. The student will restate a story or event with a clear beginning, middle, and end. [EPSILS (3.1.1)]

B. *Materials*

1. Crayons and pencils
2. Copies of the sensory poem from *Thematic Unit - Native Americans by Teacher Created Materials, Inc.* (p.42)

3. Mixed Up Vocabulary Game (Vocabulary word cards 3 x 12 and definition cards 3 x 24)
 4. Biographies (Appendix E)
 5. Self Evaluation Oral Report Checklist (Appendix F)
 6. Book: *If You Lived With the Cherokee* by P. and C. Roop
- C. *Key Vocabulary*
1. Review all vocabulary words.
- D. *Procedures/Activities*
1. The students will play the Mixed Up Vocabulary Game. Write each vocabulary word studied in this unit on a card, and then write each definition on a separate card. The teacher will tape vocabulary and definition word cards on the chalkboard, making sure not to align the correct definition with the correct vocabulary word. Individual students will read the vocabulary word and match it with the correct definition.
 2. The teacher will read and discuss what it is like to be a Cherokee today. Book: *If You Lived With the Cherokee* by P. and C. Roop. (pp.74-78) *Do the Cherokee still have a chief? (Yes, a chief is elected by the Cherokee people.) How do the Cherokee people make a living today? (Some make a living using the old Cherokee skills of basket making, carving, and beadwork or working in local businesses.)*
 3. Divide students into five groups, assigning each group a famous Cherokee. [Wes Studi, Robert Conley, Wilma Mankiller, Will Rogers, and William Wirt Hastings] The teacher will go over the Self Evaluation Checklist (Appendix F) so that students are aware of the expectations. Students will read the biographies (Appendix E), and give an oral report to the class.
 4. Students will go outside and sit quietly letting their senses help them appreciate the earth, as did the Native Americans long ago. They will then create a sensory poem describing what they like to see, hear, touch, taste, and smell. Activity is found in *Thematic Unit - Native Americans* by Teacher Created Materials, Inc. (p.42)
- E. *Assessment/Evaluation*
1. The teacher will informally evaluate students playing the Mixed Up Vocabulary Game checking for understanding. (Targeted learning styles Visual and Tactile/Kinesthetic Learner)
 2. The teacher will formally evaluate students Sensory Poem by their accurate descriptions of each of the five senses. (+5/5) (Targeted learning style: Visual, Tactile/Kinesthetic, and Auditory Learner)
 3. The students will use the Group Report Self Evaluation Checklist to evaluate their oral reports. The teacher will fill out the comments section. (Appendix F) (Targeted learning styles: Auditory and Visual Learner)
 4. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)

VI. CULMINATING ACTIVITIES

- A. *Daily Objectives*
1. Concept Objectives
 - a. The students will learn about the life of Sequoyah and his impact on the Cherokee Nation.
 - b. The student will be introduced to the tragedy of the "Trail of Tears" and the triumph of the Cherokee people.

2. Lesson Content
 - a. Language Arts: Recall incidents, characters, facts and details of stories and other texts. [p.43]
 - b. Language Arts: Produce a variety of types of writing -- such as stories, reports, letters, and poems. [p.43]
 - c. Native American History: Sequoyah and the Cherokee alphabet [p.49]
 - d. Native American History: Forced removal to reservations: the "Trail of Tears." [p.47]
3. Skill Objectives
 - a. The student will recall and recognize relevant details in a passage by responding to questions that ask who, what, where, and when. [EPSILS (3.1.2)]
 - b. The student will recognize the historical person associated with given information. [EPSILS (4.3.1)]
 - c. The student will use K-W-L charts (what the student knows, what the student wants to know and what the student has learned) to demonstrate comprehension [EPSILS (3.4.5)]
 - d. The student will compose a summary of information. [EPSIFS (7.2.2)]
- B. *Materials*
 1. Book: *The Popcorn Book* by T. de Paola
 2. One large bag of popcorn, one large bag of M&Ms, napkins
 3. Writing paper, pencil
 4. Tear Drop Graphic Organizer (Appendix G)
 5. "Trail of Tears" Writing Rubric (Appendix H)
 6. Key Vocabulary Checklist (Appendix I)
 7. Parent Assessment Form (Appendix J)
- C. *Key Vocabulary*
 1. Review key vocabulary words.
- D. *Procedure/Activities*
 1. Students will choose three of the key vocabulary words and write sentences using them correctly in context. The teacher will go over the Key Vocabulary Checklist with the students so they are aware of the expectations. (Appendix I)
 2. The teacher will read and discuss *The Popcorn Book* by T. de Paola *Who introduced popcorn to the white people? (Indians) Name one way Native Americans cooked popcorn? (put an ear of corn on a stick and hold it over a fire. throw it into the fire, or fill a jar with hot sand, put in popcorn and stir it with a stick)* The teacher will pass out popcorn and M&Ms for a special treat.
 3. The teacher will assist students in the completion of the Tear Drop Graphic Organizer. (Appendix G) The teacher will go over the "Trail of Tears" Writing Rubric (Appendix H) so the students are aware of the expectations. Using the completed graphic organizer the students will write an informative paper about the "Trail of Tears". (Telling who, how, what, where, when, and why)
 4. The teacher will help the students complete the *Learned* section of the K-W-L chart.
- E. *Evaluation/Assessment*
 1. The teacher will formally assess the student's writing by using the "Trail of Tears" Writing Rubric. (Appendix H) (Targeted learning styles: Visual and Auditory Learners)

2. The teacher will formally assess student's use of key vocabulary words in context by using the Key Vocabulary Checklist. (Appendix I) (Targeted learning styles: Visual and Auditory Learner)
3. The teacher will informally assess students during the completion of the *Learned* section of the K-W-L chart. (Targeted learning style: Visual and Auditory Learner)
4. The parents will formally assess their child's knowledge of the unit by filling out the Parent Assessment Form. (Appendix J) (Targeted learning style: Visual and Tactile/Kinesthetic Learner)
5. The teacher will formally assess completed Sequoyah and the "Trail of Tears" Challenge Packets by giving one point for each accurately completed item. (+5/5) (Refer to Lesson One) (Targeted learning style: Visual, Tactile/Kinesthetic, and Auditory Learner)
6. The teacher will informally assess the student's understanding of relevant details during discussion times. (Targeted learning style: Auditory Learner)
7. *End of the school year assessment: Core Knowledge Jeopardy Game will be given during the last week of school.
 - a. List each unit taught during the year on the board.
 - b. Put questions about each unit under heading.
 - c. Cover each question with question value.
 - d. Ask for volunteers to choose a category and value.
 - e. Play continues until all questions have been answered.
 - f. Students keep their value card until the game is complete and then the cards are added. This game takes about one week to complete. The student with the highest score is the grand prizewinner. All students receive an award for playing and being good sports. (Targeted learning style: Visual, Tactile/Kinesthetic, and Auditory Learner)

VII. HANDOUTS/WORKSHEETS

Appendices A, B, C, D, E, F, G, H, I, J

VIII. BIBLIOGRAPHY

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 16. Van Laan, N. *Rainbow Crow*. New York: Dragonfly Books, 1989. ISBN 0-394-89577-0
- B. Books on Tape
1. Oppenheim, J. *Sequoyah: Cherokee Hero*. USA: Troll Associates, 1979. ISBN 0-89375-149-9
- C. Maps
1. Carson-Dellosa Publishing Co., Inc. *Carson-Dellosa's Jumbo Map Pad*. Greensboro, NC: CD-3091 US Map
- D. Music/CD
1. Cherokee Nation. *Children's National Cherokee Choir*. Cherokee Nation Gift Shop, PO Box 1037, Tahlequah, OK, 74465. (Toll free number: 1-800-256-2123)
- E. Video
1. Martin, B. Jr. & Archambault, J. *Knots On a Counting Rope Spoken Arts: Reading Rainbow, Episode #053*. GPN, P.O. Box 80669, Lincoln, NE 68501-0669.

Appendix A

Sequoyah and the “Trail of Tears” Challenge Packet

- A. Put the vocabulary words in the order of the alphabet.
- B. Read a biography about a person that you consider a hero and tell a friend about your hero.
- C. Write a report explaining why you chose that person as your hero.
- D. Draw a picture of your hero.
- E. Do a dramatization showing weaving in nature. (Example: spider web)

- | | |
|-----------------|----------------|
| 1. respect | 12. maize |
| 2. noble | 13. homeland |
| 3. hero | 14. discovered |
| 4. language | 15. forced |
| 5. symbol | 16. resisted |
| 6. syllabary | 17. survivor |
| 7. accomplished | 18. tragedy |
| 8. developed | 19. triumph |
| 9. tribute | 20. territory |
| 10. customs | 21. lame |
| 11. adopted | 22. disability |

Appendix B

Parents, while using the counting rope, please let your child tell the story of his/her life. Please fill out the comment section and have your child fill out the following checklist and return.

Knots on a Counting Rope
Retelling Self Evaluation Checklist

Student _____ Parent _____ Teacher _____ Date _____

	Yes/No	Parent Comments
My story was clear.		
I gave enough details.		
I looked at my audience when I was speaking.		
I explained what the saying, “ <i>Where there’s a will, there’s a way.</i> ” means		

Appendix C

Sequoyah Evaluation Rubric

Student _____ Teacher _____ Score _____

Score	Elements	Teacher Comments
Above 4	<ul style="list-style-type: none"> • Complete sentences using informative details • Drawings show informative details and is very neat 	
At 3	<ul style="list-style-type: none"> • Incomplete sentences with some details • Drawings show some details, neat, missing a few things 	
At 2	<ul style="list-style-type: none"> • One word description • Drawings are not complete, messy, missing many things 	
Below 1	<ul style="list-style-type: none"> • Writing is blank, unreadable, incomplete • Drawing is missing everything, very messy 	

Appendix E Biographies

William Wirt Hastings Congressman

William (Bill) Hastings was born on December 31, 1866. He was born in Benton County, Arkansas. His father's name was Yell Hastings. His mother's name was Louise Hastings.

When Bill was little his family moved to Indian Territory. He grew up on a small farm near Tahlequah, Oklahoma.

His first school was a one-room school house made of logs. The school was run by the Cherokees. He spent all of his elementary years there. He went to Cherokee Male Seminary for high school and Vanderbilt University for college, where he received his law degree.

He moved back to Oklahoma where he was elected as Attorney General of the Cherokees. He held several offices among the Cherokees in the years that followed. Soon he met a Cherokee girl named Lula Starr. They married and had three girls.

In 1915, Bill Hastings was elected to Congress. He served his country in that office for eighteen years. He was often called a "states-man of high rank".

When he retired from his office he moved back to Tahlequah. He began to work for his people, and helped to find funding for an Indian hospital. They honored him by naming the hospital after him.

He died on March 8, 1937. He was seventy-one years old. He is buried in Tahlequah, Oklahoma. Adapted from: Cherokee Nation Education Department

Robert Conley Author

Robert Conley is a Cherokee man who was born in 1940, in Cushing, Oklahoma. He went to high school in Wichita Falls, Texas and college at Midwestern University. He received his bachelor's degree in drama and his master's degree in English.

He is a very successful teacher and writer. He has written over forty books. He also writes poetry and short stories. Most of his writings are about the Cherokee culture and have Cherokee characters. Some of his books are about the "Trail of Tears". His poems have even been written in English, Cherokee, German, and French.

In 1997 he was admitted into the Oklahoma Professional Writers Hall of Fame. He and his wife Evelyn live in Tahlequah, Oklahoma, the historic capital of the Cherokee Nation. He still spends most of his time writing. One of his most famous books is the series called *Real People*.

Adapted from: Available URL: <http://title3.sde.state.ok.us/library/itv/conley/conley.html>

Wes Studi Actor

Wes Studi, Cherokee, has several interests and talents. He has had many jobs such as, reporter, soldier, teacher and translator. He likes to play the guitar and sing, but he is best known for his acting.

He was born in Nofire Hollow, Oklahoma on December 17, 1947. For high school he attended Chilocco Indian School in northern Oklahoma. After graduation he went to Tulsa Junior College in Tulsa, Oklahoma.

He has been in several well-known movies, such as "Dances With Wolves" and "The Last of the Mohicans". After his performance in "The Last of the Mohicans" everyone thought he might receive an Oscar nomination, but he was not nominated. He has received other awards for his acting and other causes. Some of these include Chicago Film Critics' "Most Promising Actor" and Red Earth "Ambassador of the Year".

Adapted from: Available URL: <http://www.thestudigroup.com/facts.html>

Appendix E, cont.

Will Rogers
Actor - Humorist

Will Rogers was born on November 4, 1879, in Indian Territory. Will was born on his father's ranch in Oologah, Oklahoma.

Sometimes people called him the "Indian Cowboy" from the Cherokee Nation. He was loved by kings and everyday people. When he was a young boy he learned to spin a rope and ride a horse.

He later starred in silent movies and then in movies with sound. He was voted most popular male actor in Hollywood in 1918.

He married Betty Blake in 1908 and they had one son, Will Jr. He is also an entertainer. Will Rogers died in a plane crash flown by his good friend Wiley Post. There are many buildings and schools named in his honor including the Will Rogers World Airport in Oklahoma City.

One of his famous quotes was, "My ancestors didn't come over on the Mayflower, but they met 'em at the boat."

Adapted from: Available URL: <http://www.ellensplace.net/rogers.html>

Wilma Mankiller
Cherokee Chief

Wilma Mankiller was born on November 18, 1945, in Tahlequah, Oklahoma. She later moved to California with her family. She was lonely for her friends that she left back in Oklahoma. The family name Mankiller is believed to be an old military title given to people who guarded the village.

She later moved back to her beloved Oklahoma and immediately started helping her people. She was elected deputy chief and later Chief. She was the first woman to ever be elected Chief. When asked about this she said, "Prior to my election, young Cherokee girls would never have thought that they might grow up and become chief."

She has received many awards including American Indian Woman of the Year by the Oklahoma Federation of Indian Women and was inducted into the Oklahoma Hall of Fame.

She says, "The secret of our success is that we never, never give up."

Adapted from: Available URL: <http://www.umkc.edu/imc/mankillr.htm>

Appendix F

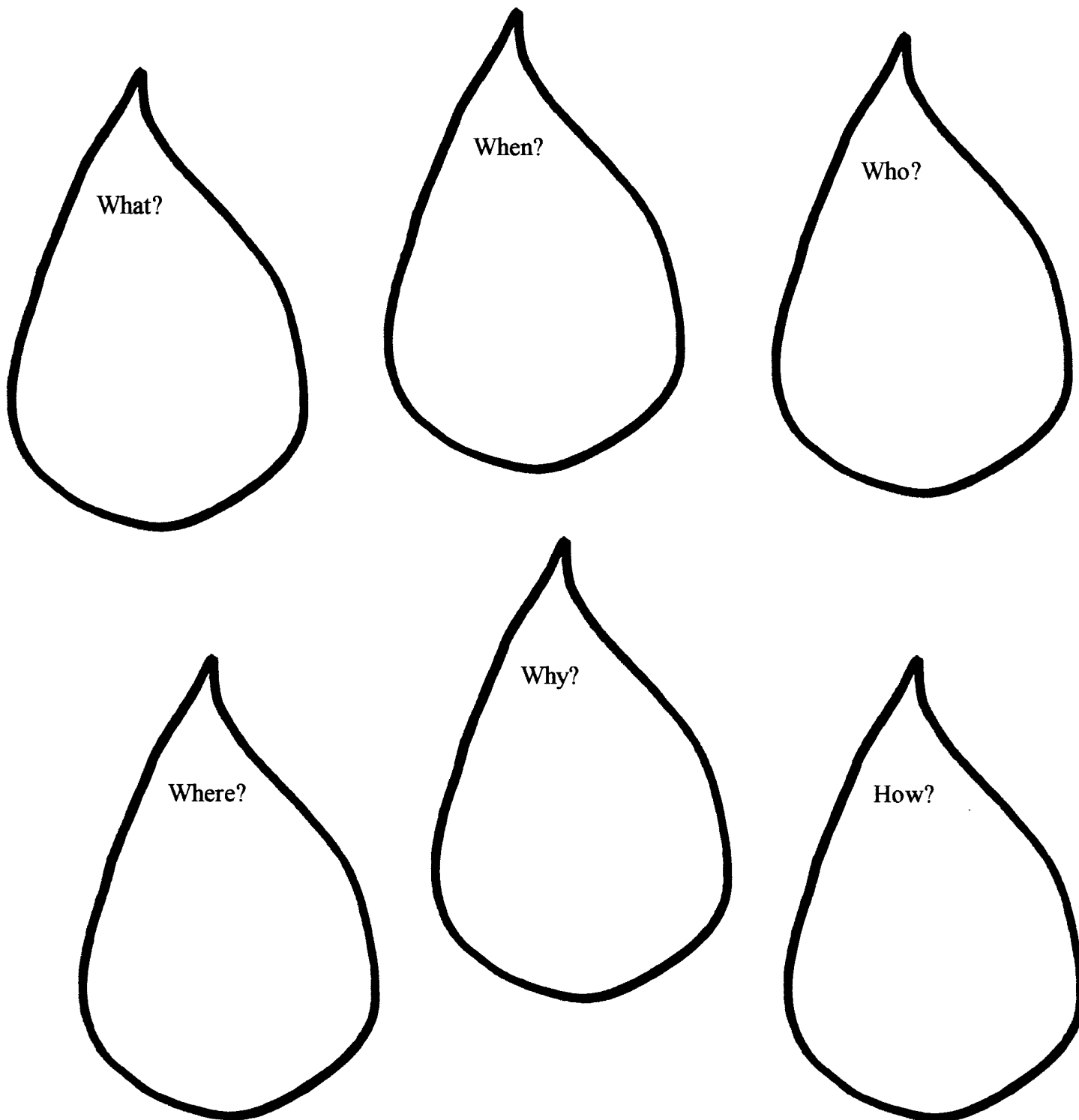
Group Report
Self Evaluation Checklist

Student _____ Group _____ Teacher _____ Date _____

	Yes/No	Teacher	Comments
I worked well with the other members of my group.			
I spoke clearly and loud enough for others to hear.			
I gave enough details.			
I looked at my audience when I was speaking.			

Appendix G

Tear Drop Graphic Organizer



Appendix H

Trail of Tears Writing Rubric

Student _____ Teacher _____ Score _____

	Traits	Score	Teacher Comments
<u>4</u> (Excellent)	Topic sentence clearly relates to main idea. ("Trail of Tears")		
<u>3</u> (Good)	Who, what, when, where, why, and how, questions are answered.		
<u>2</u> (Acceptable)	Punctuation is correct.		
<u>1</u> (Unacceptable)	Capitalization is correct.		
	Total		

Appendix I

Key Vocabulary Checklist

Student _____ Group _____ Teacher _____ Date _____

	Traits	Score	Teacher Comments
<u>4</u> (Excellent)	Spelled the key vocabulary words correctly.		
<u>3</u> (Good)	Used the three key vocabulary words correctly in context.		
<u>2</u> (Acceptable)	Punctuation is correct.		
<u>1</u> (Unacceptable)	Capitalization is correct.		
		Total	

Appendix J

Parent Assessment Form

Date Due: _____

Name of Student: _____

Unit: _____

Parent Signature _____

Parents, please answer the following questions about our unit of study.

1. Did your child enjoy sharing information about this unit with you? If so, please share it.

2. Please ask your child to name three of the vocabulary words and their meanings learned in this unit.

a. _____ - _____

b. _____ - _____

c. _____ - _____

3. Please ask your child to share five facts they learned in this unit.

a. _____

b. _____

c. _____

d. _____

e. _____

4. What was your child's favorite part of the unit? _____

5. Comments _____

6. Have your child use the back of this paper to illustrate their favorite lesson from this unit

You and your child are encouraged to use their unit booklet to answer these questions.