

NYS Social Studies Frameworks Reference

7.6b Westward expansion provided opportunities for some groups while harming others.

Students will examine the conditions faced on the Trail of Tears by the Cherokee and the impact the removal had on their people and culture.

Level 4 NYS Performance Level Descriptor, Evidence-Centered Design

CLAIM 1: Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.

1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/ uses) of sources.

1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).

CLAIM 2 Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.

2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, geographic, economic, or political characteristics associated with the period(s).

2.2 Student identifies and describes related events in chronological sequence.

2.3 Student describes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.

CLAIM 3 Students can analyze how the context of time and place affect disciplinary- based issues and historical events, and also compare issues and events across time and place.

3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment) with minor inaccuracies.

3.3 Student compares and/or analyzes issues or events with some depth.

26th, 1839, the sufferings of the Cherokees were awful. The trail of the exiles was a trail of death. They had to sleep in the wagons and on the ground
65 without fire. And I have known as many as twenty-two of them to die in one night of pneumonia due to ill treatment, cold, and exposure. Among this number was the beautiful Christian wife of Chief John Ross. This noble hearted woman died a
70 martyr to childhood, giving her only blanket for the protection of a sick child. She rode thinly clad through a blinding sleet and snow storm, developed pneumonia and died in the still hours of a bleak winter night, with her head resting on Lieutenant
75 Greggs saddle blanket.

I made the long journey to the west with the Cherokees and did all that a Private soldier could do to alleviate their sufferings. When on guard duty at night I have many times walked my beat in my
80 blouse in order that some sick child might have the

warmth of my overcoat. I was on guard duty the night Mrs. Ross died. When relieved at midnight I did not retire, but remained around the wagon out of sympathy for Chief Ross, and at daylight was detailed by Captain McClellan to assist in the burial like the other unfortunates who died on the way. Her unconfined body was buried in a shallow grave by the roadside far from her native home, and the sorrowing Cavalcade moved on.

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The only trouble that I had with anybody on the entire journey to the west was a brutal teamster by the name of Ben McDonal, who was using his whip on an old feeble Cherokee to hasten him into the
95 wagon. The sight of that old and nearly blind creature quivering under the lashes of a bull whip was too much for me. I attempted to stop McDonal and it ended in a personal encounter. He lashed me across the face, the wire tip on his whip cutting a

