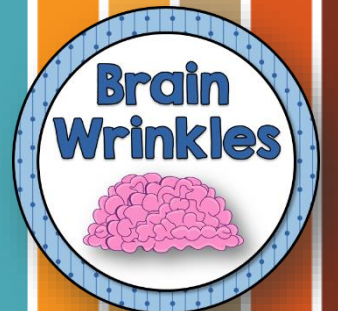


SS8H5cd

# Georgia's History:

*Economic Growth &  
Indian Removal*



# Standards

SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.

d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

# Teacher Info - Who's & What's

- Print off the Who's & What's handout for each student. (Print front and back to save paper.)
- BEFORE the lesson, have students fill in the squares with what they *think* each term means.
- AFTER the presentation, the students will write down new (factual) information about each term.
- Check the answers as a class.

# Who's & What's

**Directions:** BEFORE the lesson, write what you *think* each term means. AFTER the presentation, you will write down new information about each term.

<p><b>Cotton Gin</b></p> <p>What I think this means:</p> <p>Definition:</p>	<p><b>Railroads</b></p> <p>What I think this means:</p> <p>Definition:</p>
<p><b>Creeks</b></p> <p>What I think this means:</p> <p>Definition:</p>	<p><b>Cherokee</b></p> <p>Who I think this is:</p> <p>Definition:</p>
<p><b>Alexander McGillivray</b></p> <p>What I think this means:</p> <p>Definition:</p>	<p><b>William McIntosh</b></p> <p>Who I think this is:</p> <p>Definition:</p>

# Who's & What's

## **Sequoyah**

What I think this means:

Definition:

## **John Ross**

What I think this means:

Definition:

## **Dahlonega Gold Rush**

What I think this means:

Definition:

## **Worcester V. Georgia**

Who I think this is:

Definition:

## **Andrew Jackson**

What I think this means:

Definition:

## **John Marshall**

Who I think this is:

Definition:

# Who's & What's

## **Trail of Tears**

What I think this means:

Definition:

# Teacher Directions - CLOZE Notes

- The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save paper and ink.)
- Check the answers as a class after the presentation.
- \*Please note – the slides in this presentation are content-heavy. Feel free to open the editable file if you'd like to delete anything. I've found that it's better to have too much than not enough!

# New Technologies

## CLOZE Notes

### Cotton Gin

- During the 1800s, Georgia's economy relied heavily on important cash crops: \_\_\_\_\_, and cotton.
- Cotton became the \_\_\_\_\_, due to the invention of the \_\_\_\_\_ by Eli Whitney in 1793.
- The cotton gin involved a system of rollers, teeth, and brushes that separated seeds from cotton
- It increased the rate at which cotton could be \_\_\_\_\_.
- The cotton gin also increased the \_\_\_\_\_ because plantation owners needed slaves to harvest all of the cotton.
- Soon, Georgia became one of the \_\_\_\_\_ in the world.

### Cotton Production

- In the 1800s, businessmen established a number of \_\_\_\_\_ in Georgia.
- Machines in the mills could \_\_\_\_\_ inexpensively, and the demand for cotton was high.
- The development of the cotton industry led to an important need: a way for cotton to be transported more \_\_\_\_\_.

### Railroads

- Georgia's economic growth relied heavily on the \_\_\_\_\_.
- The General Assembly chartered \_\_\_\_\_: The Georgia Railroad Co. (an Athens-Augusta line), the Central of Georgia Railroad Co. (a Savannah-Macon line), and the Monroe Railroad Co. (a Macon-Forsyth line).
- By 1860, there were more than \_\_\_\_\_ of railroads in Georgia.
- The Western and Atlantic rail line from Chattanooga ended in a town called \_\_\_\_\_.
- Two other railroads eventually converged there and gave rise to the new, bustling town that served as a \_\_\_\_\_.
- The name Terminus was changed to Marthasville in 1843, and then \_\_\_\_\_.
- Within 15 years, Atlanta was the \_\_\_\_\_ in the South.



# Creeks CLOZE Notes

## Losing Side

- During the Revolutionary War, many Native Americans in Georgia fought as \_\_\_\_\_.
- The British \_\_\_\_\_ taken by white settlers once Britain won the war.
- Once the war was over, Georgians desired to \_\_\_\_\_ of more and more of their land.

## McGillivray

- The Creeks were prominent in southern and western Georgia and did not want to \_\_\_\_\_.
- Chief \_\_\_\_\_, son of a Scottish trader and half-French, half-Creek mother, led the Creeks in \_\_\_\_\_.
- During the Revolutionary War, he led \_\_\_\_\_ in Georgia and Tennessee.
- In 1790, \_\_\_\_\_ met with Chief McGillivray in hopes of peacefully settling disputes between Creeks and white Georgians.
- They signed the \_\_\_\_\_, in \_\_\_\_\_ which the Creeks gave up some of their land in exchange for a promise that settlers would \_\_\_\_\_.
- It didn't take long for the government to \_\_\_\_\_ beyond a certain point. \_\_\_\_\_ ...

## McIntosh

- In 1823, Governor George Troup pressured the federal government to \_\_\_\_\_ from their remaining land.
- They negotiated with Troup's first cousin, \_\_\_\_\_, who was the son of a Scottish officer and a Creek woman.
- McIntosh signed the Treaty of Indian Springs in 1825, which \_\_\_\_\_ to the state of Georgia.

## Relocation

- A war party \_\_\_\_\_ to death and took his scalp, and also murdered several other leaders who signed the treaty.
- By 1827, the Creeks had \_\_\_\_\_ across the Mississippi River.

# Cherokee CLOZE Notes I

## Cherokee

- Georgia's other main Native American tribe was the Cherokee (they lived mainly in \_\_\_\_\_ and \_\_\_\_\_ western North Carolina).
- The Cherokee \_\_\_\_\_ the most.
- They lived in houses, farmed, \_\_\_\_\_, and some owned \_\_\_\_\_ slaves.
- The created an advanced society with a constitution and an \_\_\_\_\_.

## Sequoyah

- One of the Cherokees' most famous members was \_\_\_\_\_, also known as George Gist (his father was a Virginian and his mother a Cherokee).
- He \_\_\_\_\_ that enabled the tribe to read, write, and publish its own newspaper, called the *Cherokee Phoenix*.
- The newspaper contributed to the \_\_\_\_\_ because it helped tribe members communicate and share important news.

## John Ross

- In 1791, the U.S. government signed a treaty guaranteeing that the Cherokee nation could be independent and have its \_\_\_\_\_.
- The government was modeled after the \_\_\_\_\_ and was led by \_\_\_\_\_.
- He was the son of a Scottish father and \_\_\_\_\_, part-Scottish mother.

## Gold Rush

- In 1829, settlers \_\_\_\_\_ in north Georgia.
- The Dahlonega Gold Rush was on and \_\_\_\_\_ flooded into north Georgia to get rich.
- The settlers pressured the Cherokee to \_\_\_\_\_, and the General Assembly began passing laws \_\_\_\_\_ to both the land and gold.

# Cherokee CLOZE Notes 2

## *Worcester v. GA*

- The General Assembly passed a law that said whites could \_\_\_\_\_ and they could not live in Cherokee territory without \_\_\_\_\_ of allegiance to the governor.
- In 1832, a Christian missionary named \_\_\_\_\_ refused to swear the oath because he felt it was his duty to \_\_\_\_\_.
- He was \_\_\_\_\_ but appealed his case all the way to the Supreme Court.

## John Marshall

- In 1832, under the leadership of \_\_\_\_\_, the Supreme Court ruled in \_\_\_\_\_ in *Worcester v. Georgia*.
- Marshall said that Georgia must set Worcester free because Georgia laws were \_\_\_\_\_.

## Andrew Jackson

- \_\_\_\_\_ was also frustrated by the decision and chose to \_\_\_\_\_.
- When Georgia refused to release Worcester, President Jackson said, “John Marshall has made his decision, now \_\_\_\_\_.”
- He \_\_\_\_\_ and wanted to get the Cherokee \_\_\_\_\_.

## Trail of Tears

- In 1835, the U.S. government forced the Cherokee to sign a treaty \_\_\_\_\_ in Georgia.
- In 1838, the U.S. Army rounded up \_\_\_\_\_ and forced them on a \_\_\_\_\_ to Indian territory in Oklahoma.
- More than \_\_\_\_\_ men, women, and children died from disease, starvation, and exposure to the cold weather.
- This sad journey is remembered as the \_\_\_\_\_.

# New Technologies

## CLOZE Notes - KEY

### Cotton Gin

- During the 1800s, Georgia's economy relied heavily on important cash crops: **rice, indigo, tobacco**, and cotton.
- Cotton became the **main cash crop** due to the invention of the **cotton gin** by Eli Whitney in 1793.
- The cotton gin involved a system of rollers, teeth, and brushes that separated seeds from cotton **much faster than by hand**.
- It increased the rate at which cotton could be **produced and sold**.
- The cotton gin also increased the **demand for slavery** because plantation owners needed slaves to harvest all of the cotton.
- Soon, Georgia became one of the **top cotton producers** in the world.

### Cotton Production

- In the 1800s, businessmen established a number of **textile mills** in Georgia.
- Machines in the mills could **make cotton into cloth** inexpensively, and the demand for cotton was high.
- The development of the cotton industry led to an important need: a way for cotton to be transported more **easily and efficiently to Savannah**.

### Railroads

- Georgia's economic growth relied heavily on the **invention of railroads**.
- The General Assembly chartered **3 rail lines in 1833**: The Georgia Railroad Co. (an Athens-Augusta line), the Central of Georgia Railroad Co. (a Savannah-Macon line), and the Monroe Railroad Co. (a Macon-Forsyth line).
- By 1860, there were more than **1,200 miles** of railroads in Georgia.
- The Western and Atlantic rail line from Chattanooga ended in a town called **Terminus**.
- Two other railroads eventually converged there and gave rise to the new, bustling town that served as a **major connector between the main lines**.
- The name Terminus was changed to Marthasville in 1843, and then **to Atlanta in 1845**.
- Within 15 years, Atlanta was the **center of railroad trade** in the South.

# Creeks CLOZE Notes - KEY

## Losing Side

- During the Revolutionary War, many Native Americans in Georgia fought as **allies of the British**.
- The British **promised to return land** taken by white settlers once Britain won the war.
- Once the war was over, Georgians desired to **push Native Americans off** of more and more of their land.

## McGillivray

- The Creeks were prominent in southern and western Georgia and did not want to **give up their land**.
- Chief **Alexander McGillivray**, son of a Scottish trader and half-French, half-Creek mother, led the Creeks in **resisting white expansion**.
- During the Revolutionary War, he led **raids on settlements** in Georgia and Tennessee.
- In 1790, **President George Washington** met with Chief McGillivray in hopes of peacefully settling disputes between Creeks and white Georgians.
- They signed the **Treaty of New York**, in which the Creeks gave up some of their land in exchange for a promise that settlers would **not move west** beyond a certain point.
- It didn't take long for the government to **break its promise**...

## McIntosh

- In 1823, Governor George Troup pressured the federal government to **drive the Creeks** from their remaining land.
- They negotiated with Troup's first cousin, **William McIntosh**, who was the son of a Scottish officer and a Creek woman.
- McIntosh signed the Treaty of Indian Springs in 1825, which **gave up all Creek lands** to the state of Georgia.

## Relocation

- A war party **stabbed McIntosh** to death and took his scalp, and also murdered several other leaders who signed the treaty.
- By 1827, the Creeks had **relocated to the wilderness** across the Mississippi River.

# Cherokee Cloze Notes I

## KEY

### Cherokee

- Georgia's other main Native American tribe was the Cherokee (they lived mainly in **north Georgia** and western North Carolina).
- The Cherokee **adapted to white culture** the most.
- They lived in houses, farmed, **owned property**, and some owned slaves.
- The created an advanced society with a constitution and an **independent government**.

### Sequoyah

- One of the Cherokees' most famous members was **Sequoyah**, also known as George Gist (his father was a Virginian and his mother a Cherokee).
- He **created a Cherokee alphabet** that enabled the tribe to read, write, and publish its own newspaper, called the *Cherokee Phoenix*.
- The newspaper contributed to the **unification of the Cherokee Nation** because it helped tribe members communicate and share important news.

### John Ross

- In 1791, the U.S. government signed a treaty guaranteeing that the Cherokee nation could be independent and have its **own government**.
- The government was modeled after the **U.S. federal government** and was led by **Chief John Ross**.
- He was the son of a Scottish father and **part-Cherokee**, part-Scottish mother.

### Gold Rush

- In 1829, settlers **discovered gold in Cherokee territory** in north Georgia.
- The Dahlonega Gold Rush was on and **thousands of white settlers** flooded into north Georgia to get rich.
- The settlers pressured the Cherokee to **give up their lands**, and the General Assembly began passing laws **denying the Cherokee rights** to both the land and gold.

# Cherokee Cloze Notes 2

## KEY

### *Worcester v. GA*

- The General Assembly passed a law that said whites could **not help the Cherokee** and they could not live in Cherokee territory without **swearing an oath** of allegiance to the governor.
- In 1832, a Christian missionary named **Samuel Worcester** refused to swear the oath because he felt it was his duty to **help the oppressed**.
- He was **sentenced to prison** but appealed his case all the way to the Supreme Court.

### **John Marshall**

- In 1832, under the leadership of **Chief Justice John Marshall**, the Supreme Court ruled in **favor of the Cherokee** in *Worcester v. Georgia*.
- Marshall said that Georgia must set Worcester free because Georgia laws were **not valid in Cherokee territory**.

### **Andrew Jackson**

- **President Andrew Jackson** was also frustrated by the decision and chose to **ignore it**.
- When Georgia refused to release Worcester, President Jackson said, “John Marshall has made his decision, now **let him enforce it.**”
- He **believed firmly in Indian removal** and wanted to get the Cherokee **out of Georgia**.

### **Trail of Tears**

- In 1835, the U.S. government forced the Cherokee to sign a treaty **giving up all of their lands** in Georgia.
- In 1838, the U.S. Army rounded up **14,000 Cherokee** and forced them on a **800-mile march** to Indian territory in Oklahoma.
- More than **4,000** men, women, and children died from disease, starvation, and exposure to the cold weather.
- This sad journey is remembered as the ***Trail of Tears***.



SS8H5c

# New Technologies



# Cotton Gin

- During the 1800s, Georgia's economy relied heavily on important cash crops: rice, indigo, tobacco, and cotton.
- Cotton became the main cash crop due to the invention of the cotton gin by Eli Whitney in 1793.
- The cotton gin involved a system of rollers, teeth, and brushes that separated seeds from cotton much faster than by hand.

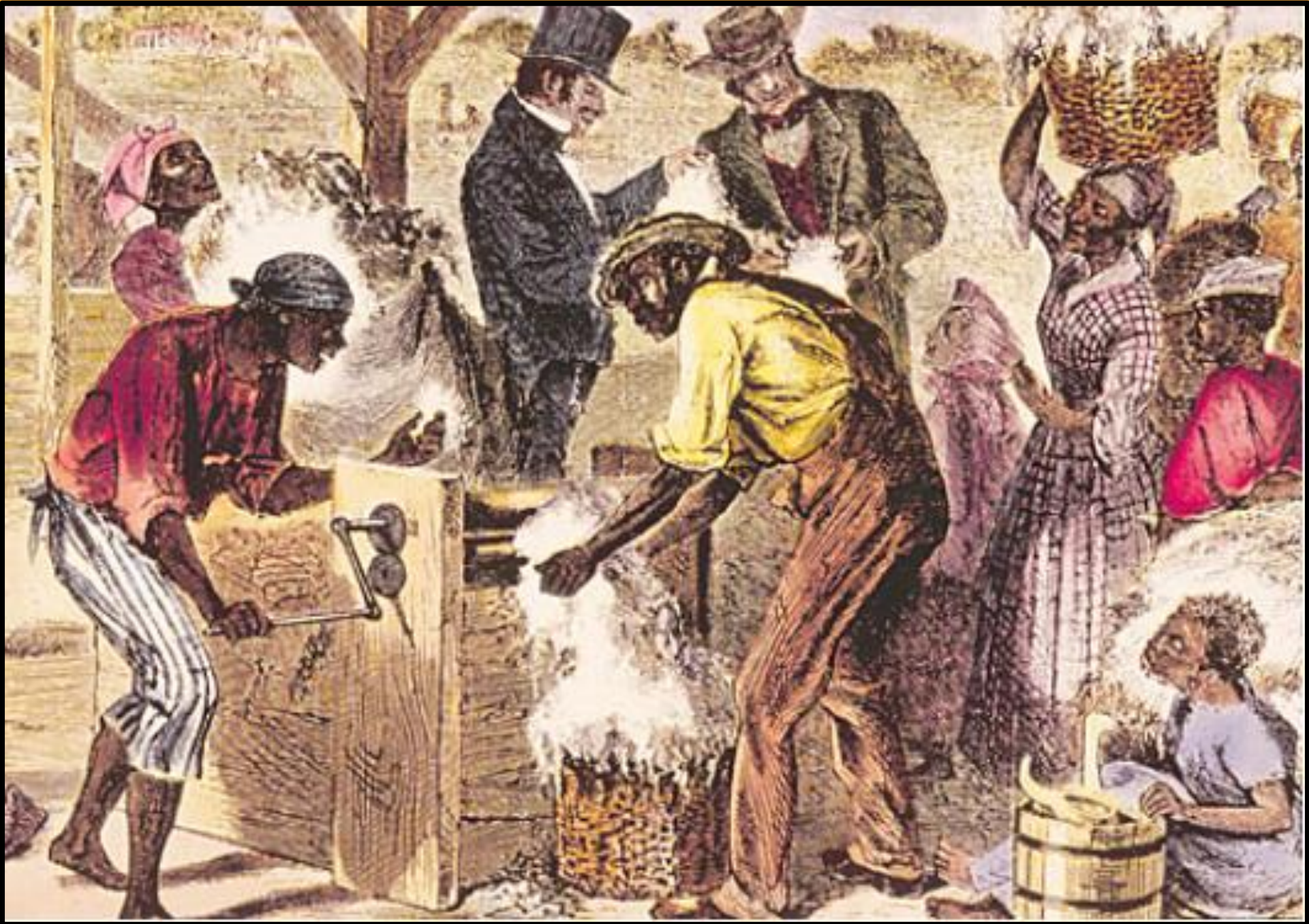
# Eli Whitney & Cotton Gin



# Cotton Gin

- It increased the rate at which cotton could be produced and sold.
- The cotton gin also increased the demand for slavery because plantation owners needed slaves to harvest all of the cotton.
- Soon, Georgia became one of the top cotton producers in the world.









# Cotton Production

- In the 1800s, businessmen established a number of textile mills in Georgia.
- Machines in the mills could make cotton into cloth inexpensively, and the demand for cotton was high.
- The development of the cotton industry led to an important need: a way for cotton to be transported more easily and efficiently to Savannah.





Savannah ranked first as a cotton seaport on the Atlantic and second in the world.

# Railroads

- Georgia's economic growth relied heavily on the invention of railroads.
- The General Assembly chartered 3 rail lines in 1833: The Georgia Railroad Co. (an Athens-Augusta line), the Central of Georgia Railroad Co. (a Savannah-Macon line), and the Monroe Railroad Co. (a Macon-Forsyth line).
- By 1860, there were more than 1,200 miles of railroads in Georgia.



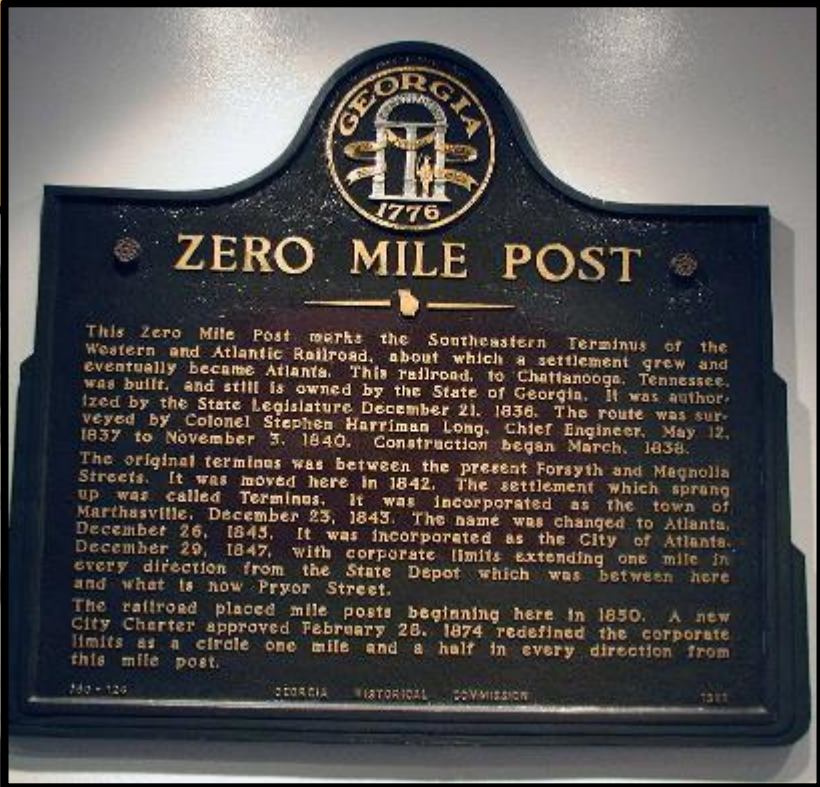
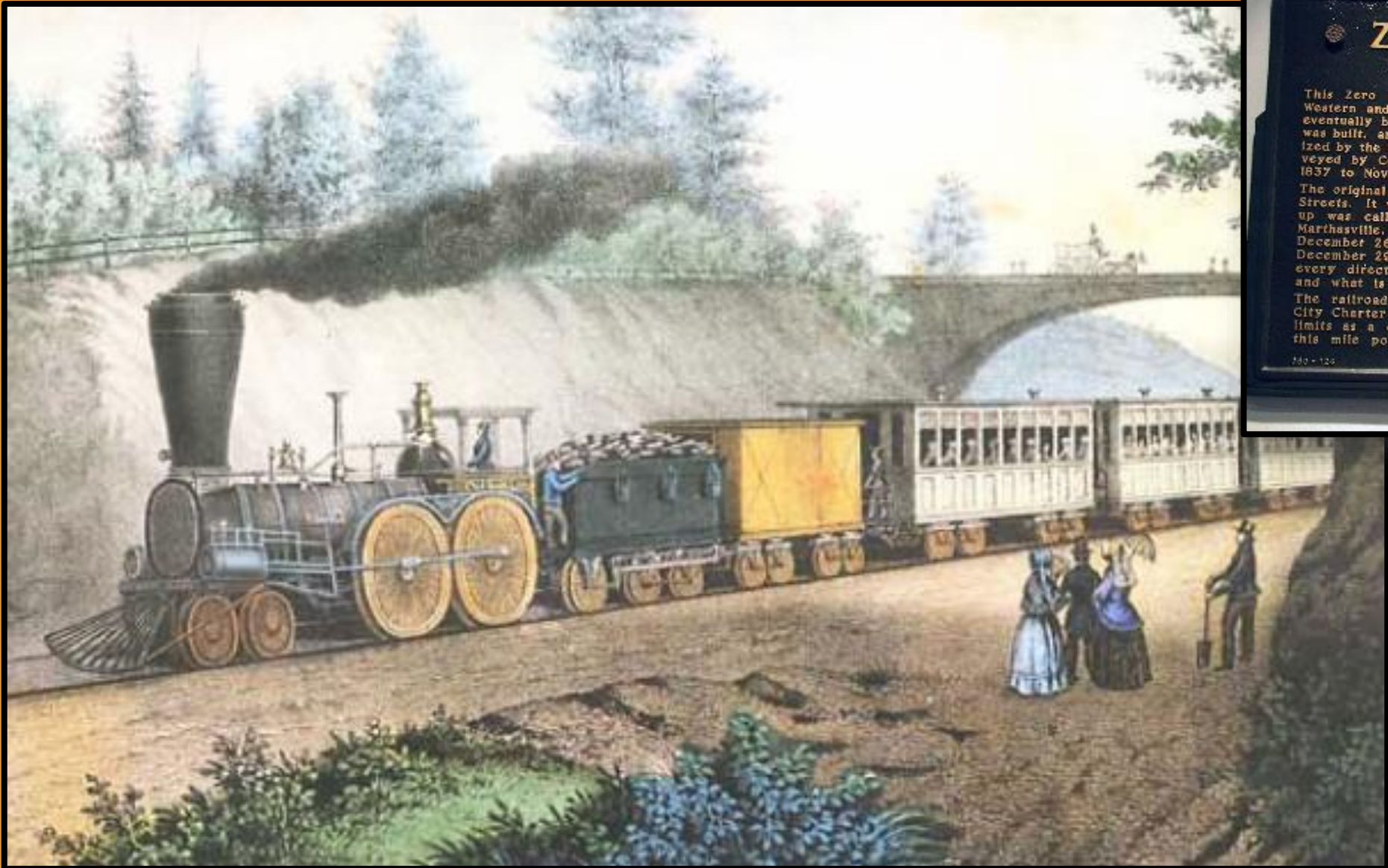
Thousands of cotton bales ready to be shipped on the railroad.



# Railroads

- The Western and Atlantic rail line from Chattanooga ended in a town called Terminus.
- Two other railroads eventually converged there and gave rise to the new, bustling town that served as a major connector between the main lines.
- The name Terminus was changed to Marthasville in 1843 , and then to Atlanta in 1845.
- Within 15 years, Atlanta was the center of railroad trade in the South.





## ZERO MILE POST

This Zero Mile Post marks the Southeastern Terminus of the Western and Atlantic Railroad, about which a settlement grew and eventually became Atlanta. This railroad, to Chattanooga, Tennessee, was built, and still is owned by the State of Georgia. It was authorized by the State Legislature December 21, 1836. The route was surveyed by Colonel Stephen Harriman Long, Chief Engineer, May 12, 1837 to November 5, 1840. Construction began March, 1838.

The original terminus was between the present Forsyth and Magnolia Streets. It was moved here in 1842. The settlement which sprang up was called Terminus. It was incorporated as the town of Marthasville, December 23, 1843. The name was changed to Atlanta, December 26, 1845. It was incorporated as the City of Atlanta, December 29, 1847, with corporate limits extending one mile in every direction from the State Depot which was between here and what is now Pryor Street.

The railroad placed mile posts beginning here in 1850. A new City Charter approved February 28, 1874 redefined the corporate limits as a circle one mile and a half in every direction from this mile post.

180 - 126

GEORGIA HISTORICAL COMMISSION

1911

SS8H5d

**Removal**  
*of the*  
**Creek &**  
**Cherokee**

# Losing Side

- During the Revolutionary War, many Native Americans in Georgia fought as allies of the British.
- The British promised to return land taken by white settlers once Britain won the war.
- Once the war was over, Georgians desired to push Native Americans off of more and more of their land.



# McGillivray

- The Creeks were prominent in southern and western Georgia and did not want to give up their land.
- Chief Alexander McGillivray, son of a Scottish trader and half-French, half-Creek mother, led the Creeks in resisting white expansion.
- During the Revolutionary War, he led raids on settlements in Georgia and Tennessee.



Chief Alexander  
McGillivray

# McGillivray

- In 1790, President George Washington met with Chief McGillivray in hopes of peacefully settling disputes between Creeks and white Georgians.
- They signed the *Treaty of New York*, in which the Creeks gave up some of their land in exchange for a promise that settlers would not move west beyond a certain point.
- It didn't take long for the government to break its promise....



# McIntosh

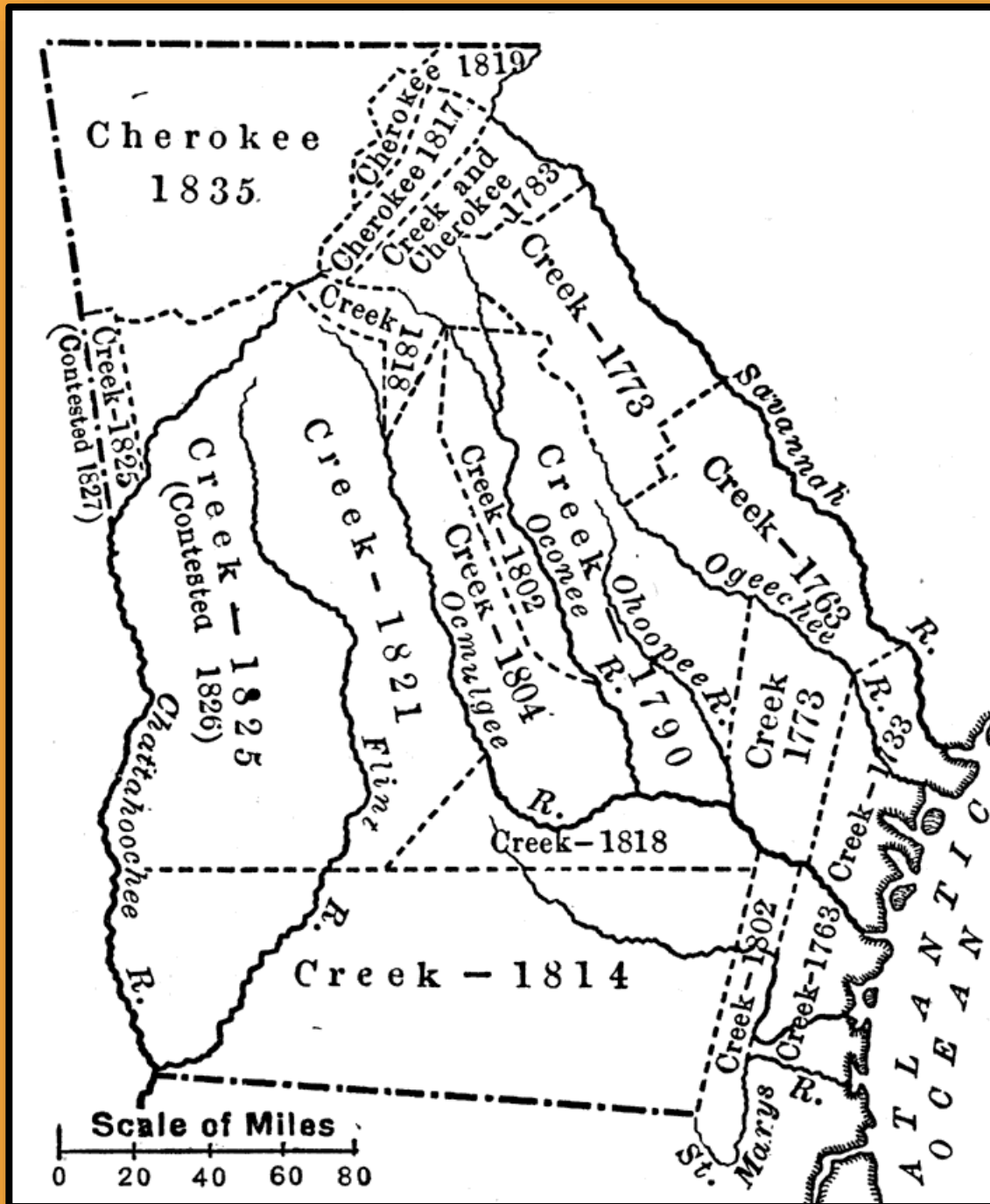
- In 1823, Governor George Troup pressured the federal government to drive the Creeks from their remaining land.
- They negotiated with Troup's first cousin, William McIntosh, who was the son of a Scottish officer and a Creek woman.
- McIntosh signed the Treaty of Indian Springs in 1825, which gave up all Creek lands to the state of Georgia.

# Chief William McIntosh



# Relocation

- The treaty greatly angered the Creek people.
- A war party stabbed McIntosh to death and took his scalp, and also murdered several other leaders who signed the treaty.
- By 1827, the Creeks had relocated to the wilderness across the Mississippi River.



# Indian Cessions in Georgia, 1733-1835

# Cherokee

- Georgia's other main Native American tribe was the Cherokee (they lived mainly in north Georgia and western North Carolina).
- The Cherokee adapted to white culture the most.
  - They lived in houses, farmed, owned property, and some owned slaves.
- They created an advanced society with a constitution and an independent government.





Cherokee Nation

**CONSTITUTION**

OF THE

**CHEROKEE NATION,**

FORMED BY A CONVENTION OF DELEGATES FROM THE  
SEVERAL DISTRICTS, AT  
*NEW ECHOTA, JULY 1827.*

JIGOCFAL GWY OOTPS,

ELW TSSY N-ELT-AS OZPO-A, J-4-TH 0-RT 1827 O-EL-0-0.

We, THE REPRESENTA- DE ELW D-0-L-I-P A-S-A-I AA-  
TIVES of the people of the -W, GWY 00-0-0 AY-AT-0-0,  
CHEROKEE NATION in Con- 0-7-AT 0-Y-AT-0-0. D-0 0-0 0-  
vention assembled, in order Y-0-0-0-0-0-0, D-0 0-0 T-0-0-0-  
to establish justice, ensure -A-I 0-0 Z-0-I GWY A-S-A-I K-Y-0-  
tranquility, promote our 0-0-0-0-0, 0-0-0 0-Y-0-0-0-0-0-  
common welfare, and se- 0 0-0-0 K-Y-0-0-T 0-0-0-0 Y, D-0  
cure to ourselves and our K-0-0 0-0-0 T-0-0-0-I K-0-0-0-0-0-  
posterity the blessings of li- 0, K-Y-0-0-0, 0-0 J-0-0-0-0-0-  
berty; acknowledging with GWY 0-0-0-0 0-K-0-0. 0-0-0-0-0  
humility and gratitude the 0-0, 0-0-0-0 0-0-0-0-0, 0-0-0-0-0;  
goodness of the sovereign D-0 0-0-0-0-0 0-0-Y T-0-0-0-0-0  
Ruler of the Universe, in 0-Y 0-0 0-0-Y T-0-0-0-I K-Y-0-0-0-  
offering us an opportunity so -A-I 0-0-0-0-0-0. D-0 0-0-Y 0-Y-  
favorable to the design, and 0-0-0-0, D-0 0-0-0-0, 0-0-0-  
and imploring his aid and direc- 0-0.

tion in its accomplishment,  
do ordain and establish this

# Sequoyah

- One of the Cherokees' most famous members was Sequoyah, also known as George Gist (his father was a Virginian and his mother a Cherokee).
- He created a Cherokee alphabet that enabled the tribe to read, write, and publish its own newspaper, called the *Cherokee Phoenix*.
- The newspaper contributed to the unification of the Cherokee Nation because it helped tribe members communicate and share important news.



# Sequoyah & the Cherokee Phoenix





# John Ross

- In 1791, the U.S. government signed a treaty guaranteeing that the Cherokee nation could be independent and have its own government.
- The government was modeled after the U.S. federal government and was led by Chief John Ross.
- He was the son of a Scottish father and part-Cherokee, part-Scottish mother.



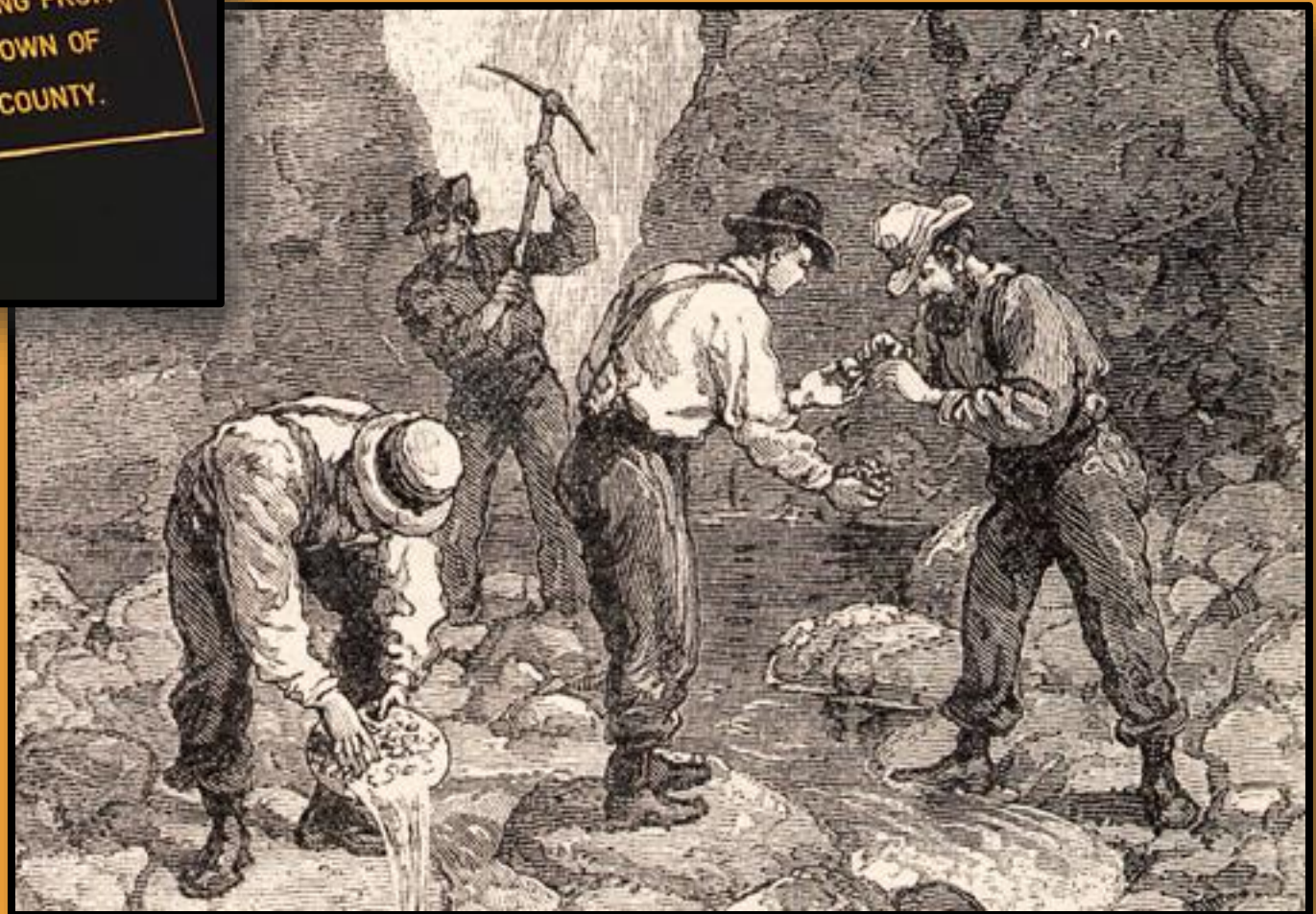
John Ross

# Gold Rush

- In 1829, settlers discovered gold in Cherokee territory in north Georgia.
- The Dahlonega Gold Rush was on and thousands of white settlers flooded into north Georgia to get rich.
- The settlers pressured the Cherokee to give up their lands, and the General Assembly began passing laws denying the Cherokee rights to both the land and gold.

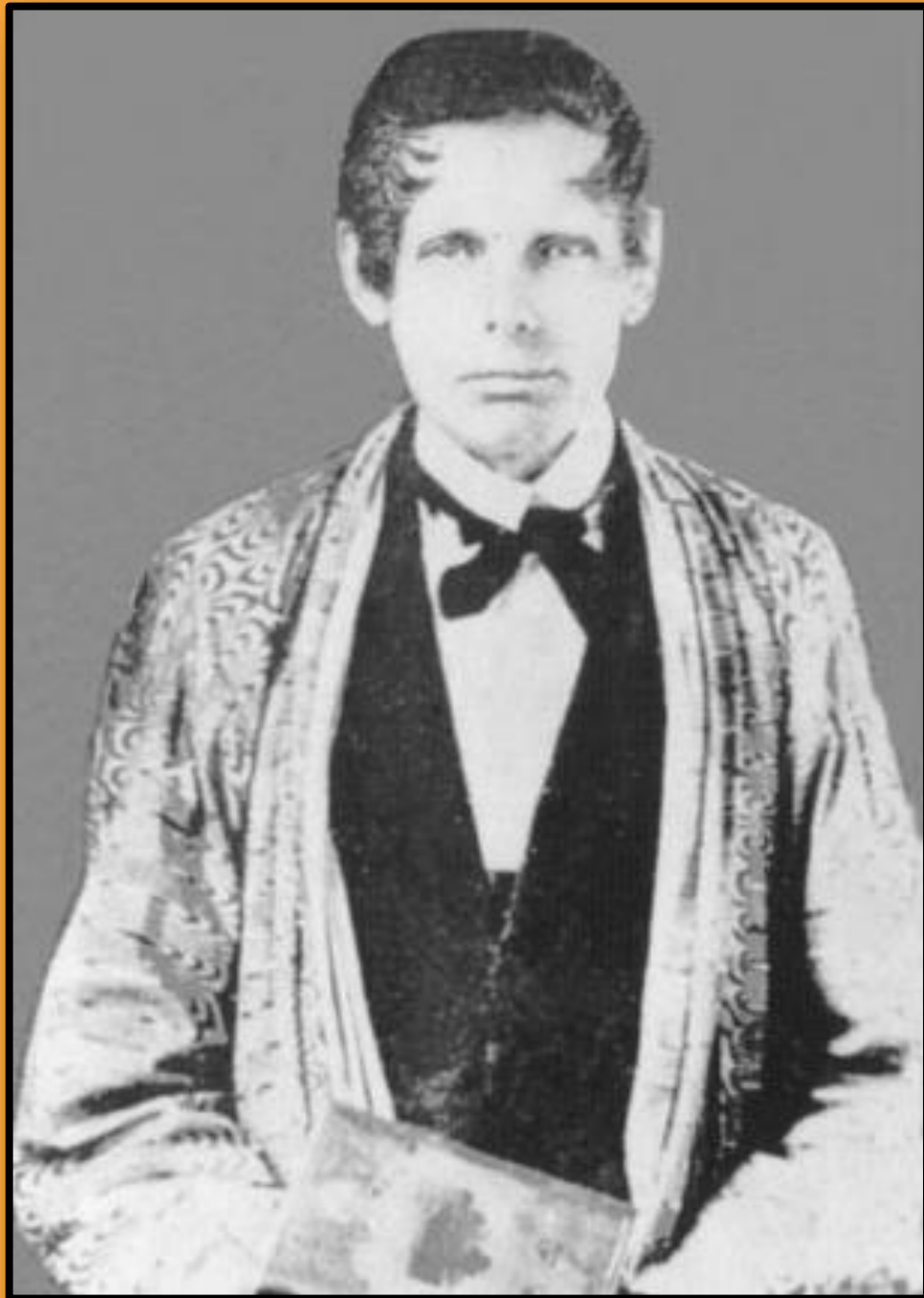


# Dahlongega Gold Rush



# Worcester v. GA

- The General Assembly passed a law that said whites could not help the Cherokee and they could not live in Cherokee territory without swearing an oath of allegiance to the governor.
- In 1832, a Christian missionary named Samuel Worcester refused to swear the oath because he felt it was his duty to help the oppressed.
- He was sentenced to prison but appealed his case all the way to the Supreme Court.



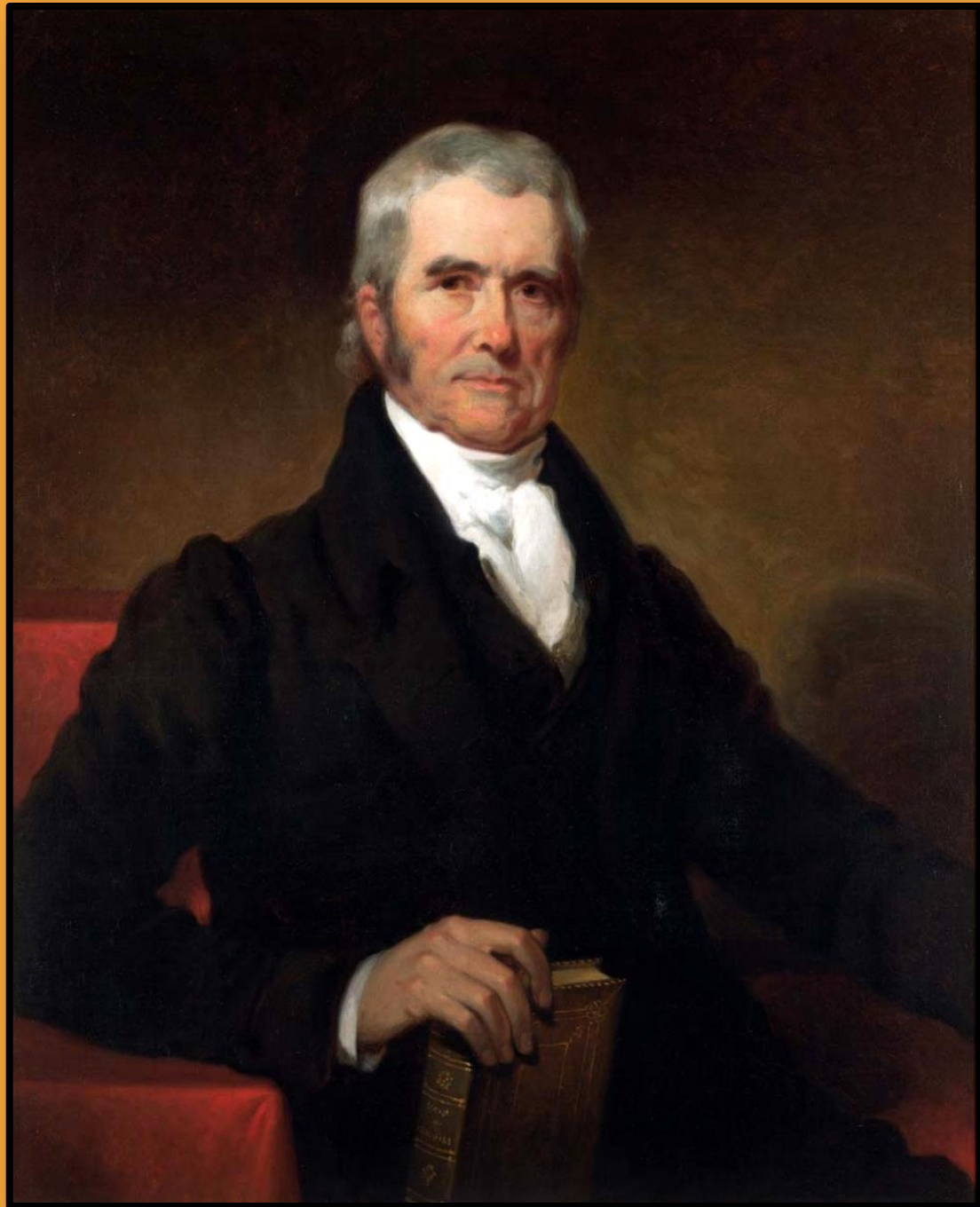
Samuel  
Worcester



# John Marshall

- In 1832, under the leadership of Chief Justice John Marshall, the Supreme Court ruled in favor of the Cherokee in *Worcester v. Georgia*.
- Marshall said that Georgia must set Worcester free because Georgia laws were not valid in Cherokee territory.
- Georgia's government was enraged by the ruling.

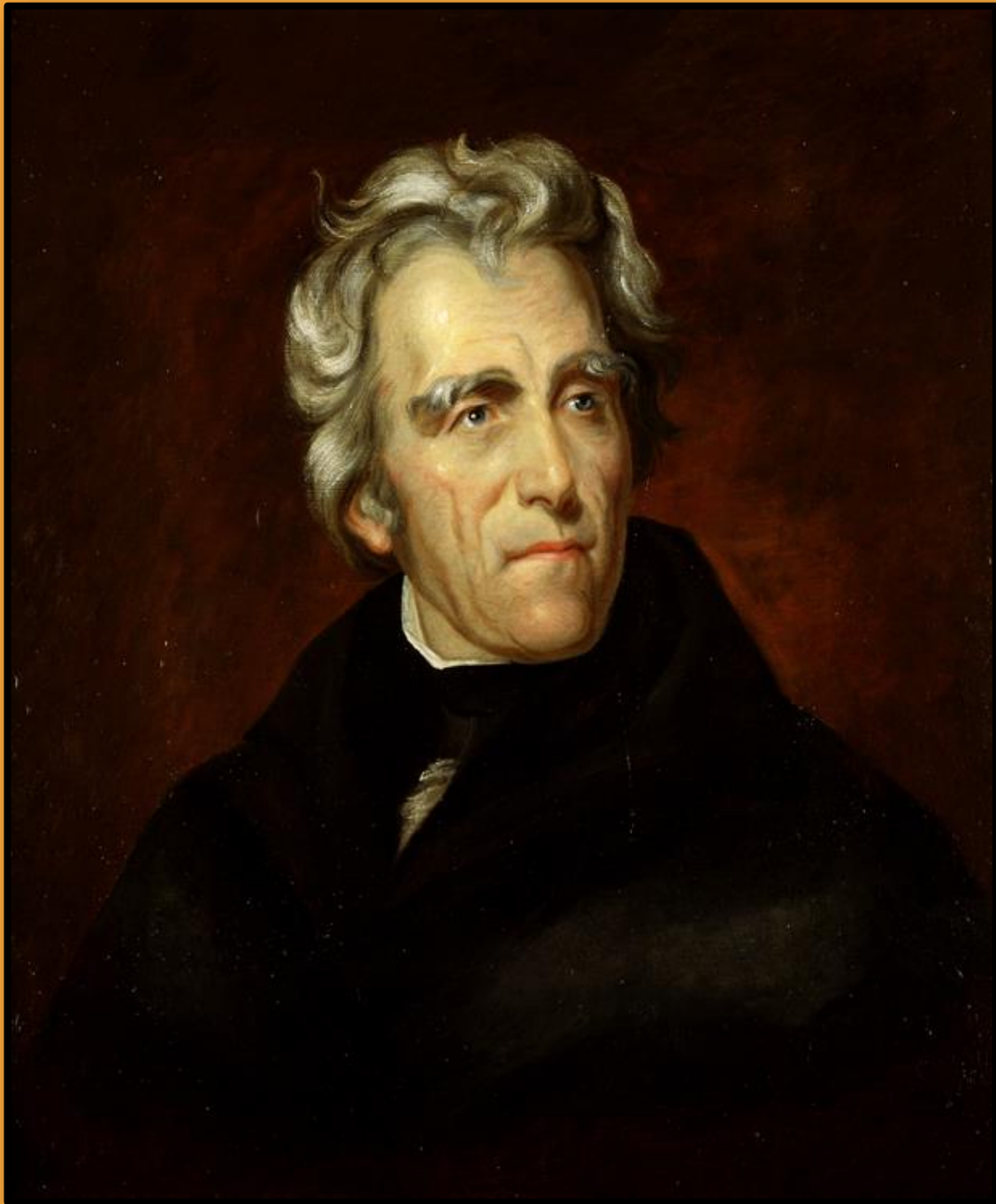
Chief Justice  
John Marshall





# Andrew Jackson

- President Andrew Jackson was also frustrated by the decision and chose to ignore it.
- When Georgia refused to release Worcester, President Jackson said, “John Marshall has made his decision, now let him enforce it.”
- He believed firmly in Indian removal and wanted to get the Cherokee out of Georgia.



President  
Andrew Jackson

# Trail of Tears

- In 1835, the U.S. government forced the Cherokee to sign a treaty giving up all of their lands in Georgia.
- In 1838, the U.S. Army rounded up 14,000 Cherokee and forced them on a 800-mile march to Indian territory in Oklahoma.
- More than 4,000 men, women, and children died from disease, starvation, and exposure to the cold weather.
- This sad journey is remembered as the *Trail of Tears*.





## TRAIL OF TEARS

The New Echota Treaty of 1835 relinquished Cherokee Indian claims to lands east of the Mississippi River. The majority of the Cherokee people considered the treaty fraudulent and refused to leave their homelands in Georgia, Alabama, North Carolina, and Tennessee. 7,000 Federal and State troops were ordered into the Cherokee Nation to forcibly evict the Indians. On May 26, 1838, the roundup began. Over 15,000 Cherokees were forced from their homes at gunpoint and imprisoned in stockades until removal to the west could take place. 2,700 left by boat in June 1838, but, due to many deaths and sickness, removal was suspended until cooler weather. Most of the remaining 13,000 Cherokees left by wagon, horseback, or on foot during October and November, 1838, on an 800 mile route through Tennessee, Kentucky, Illinois, Missouri, and Arkansas. They arrived in what is now eastern Oklahoma during January, February, and March, 1839. Disease, exposure, and starvation may have claimed as many as 4,000 Cherokee lives during the course of capture, imprisonment, and removal. The ordeal has become known as the Trail of Tears.

004-28

GEORGIA HISTORICAL MARKER

1838



Trail of Tears National Historic Trail: .....Land Route — Water Route — Other Major Routes





# Teacher Info - Comprehension Questions

- Students should answer the questions after discussing the presentation. Afterwards, check and share answers as a class.
- \*You can also use this as a quiz!

# Comprehension Questions

1. Georgia's cotton was shipped from which coastal city?
2. Which invention greatly increased cotton production?
3. Which city became the center of railroad traffic in the South?
4. Which side did Georgia's Native American tribes side with during the Revolutionary War? Why?
5. Which Creek leader agreed to cede Creek land in Georgia in 1790?
6. Why was William McIntosh murdered by fellow Creeks?
7. What significant contribution did Sequoyah make to Cherokee history?
8. How did the Dahlonega Gold Rush impact the Cherokee?
9. What was Chief Justice John Marshall's ruling in *Worcester v. Georgia*?
10. What was the "Trail of Tears"?

# Comprehension Questions - KEY

1. Georgia's cotton was shipped from which coastal city?  
**Savannah**
2. Which invention greatly increased cotton production?  
**Cotton gin**
3. Which city became the center of railroad traffic in the South?  
**Atlanta (Terminus, Marthasville)**
4. Which side did Georgia's Native American tribes side with during the Revolutionary War? Why?  
**British; they promised to return their lands**
5. Which Creek leader agreed to cede Creek land in Georgia in 1790?  
**Andrew McGillivray**
6. Why was William McIntosh murdered by fellow Creeks?  
**He signed a treaty to give up all Creek land in Georgia.**
7. What significant contribution did Sequoyah make to Cherokee history?  
**He created a Cherokee alphabet that enabled the tribe to read and write.**
8. How did the Dahlonega Gold Rush impact the Cherokee?  
**Thousands of white settlers put more pressure on the Cherokee to give up their land.**
9. What was Chief Justice John Marshall's ruling in Worcester v. Georgia?  
**Ruled that GA must set Worcester free because state laws were not valid in Cherokee territories**
10. What was the "Trail of Tears"?  
**Federal soldiers marched 14,000 Cherokee 800 miles to Oklahoma; more than 4,000 died from harsh weather, disease, and starvation**



# Teacher Info - History Advertisement

- The students will create an advertisement for a technological advancement in Georgia's history (either the cotton gin or railroads).
- The advertisement should include a colorful drawing, description of what the product does, how it has impacted Georgia's economy and why a consumer should buy it, the price, and a customer review.

Price

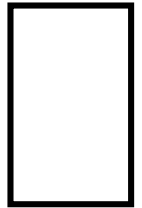
# History

## Advertisement

Draw an illustration of the invention (either the cotton gin or railroads).

Create an advertisement for a technological advancement in Georgia's history. Your ad should tell people what the invention does and why they need to buy it. (How has it impacted Georgia's economy?)

Write a customer review. (How would the invention help someone in GA?)



**History**

**Advertisement**

A large, empty rectangular box with a solid black border, occupying the central portion of the page.A rectangular box with a dashed black border, located in the bottom left corner of the page.

# Teacher Info -Commemorative Coin

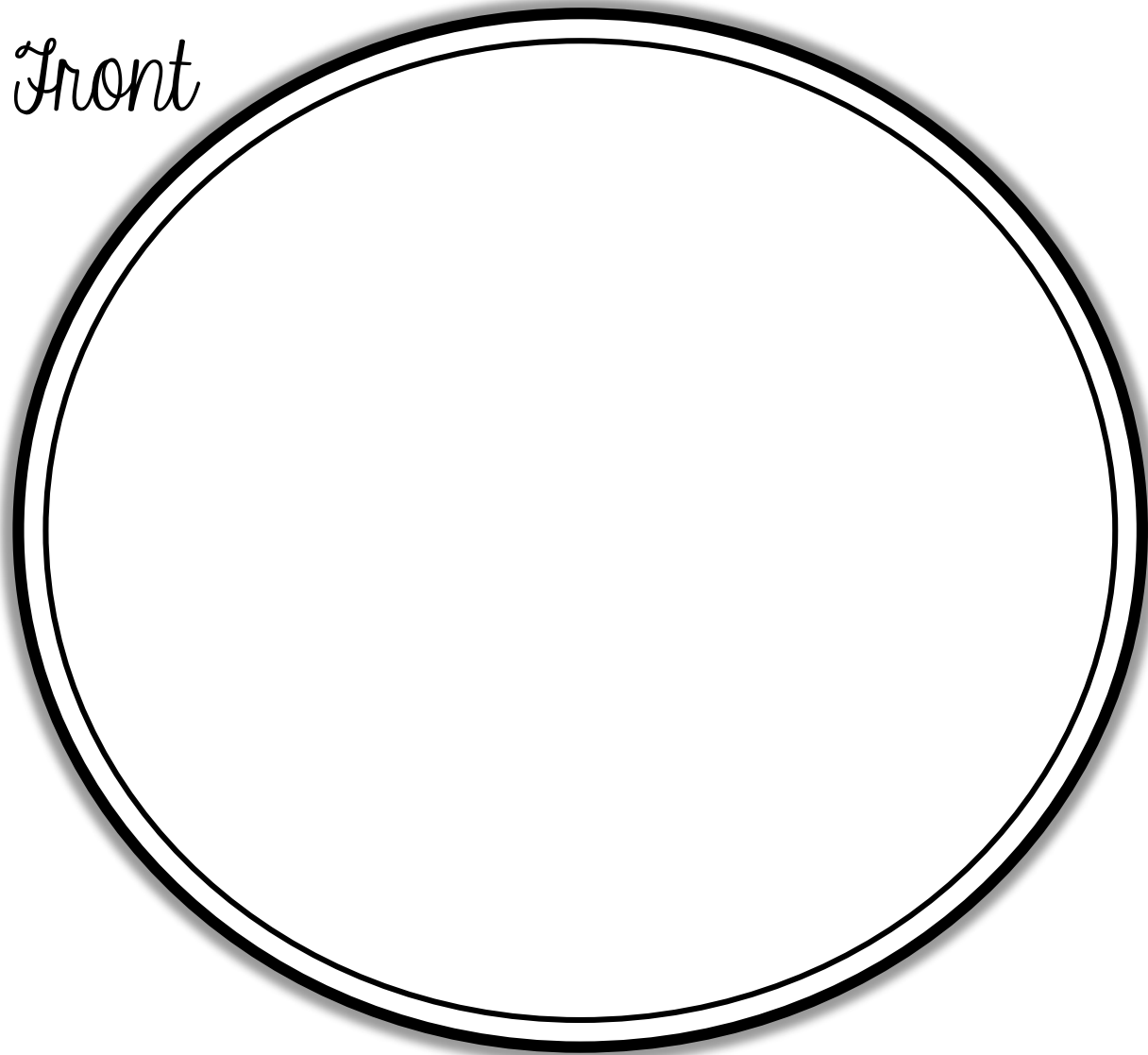
- Print off the Commemorative Coin handout for each student.
- Front of Coin: The students will design a coin to represent either the Creek or Cherokee Indians in Georgia (during this time period).
- Back of Coin: They will write a paragraph that describes the design and why it is significant to Georgia's history.



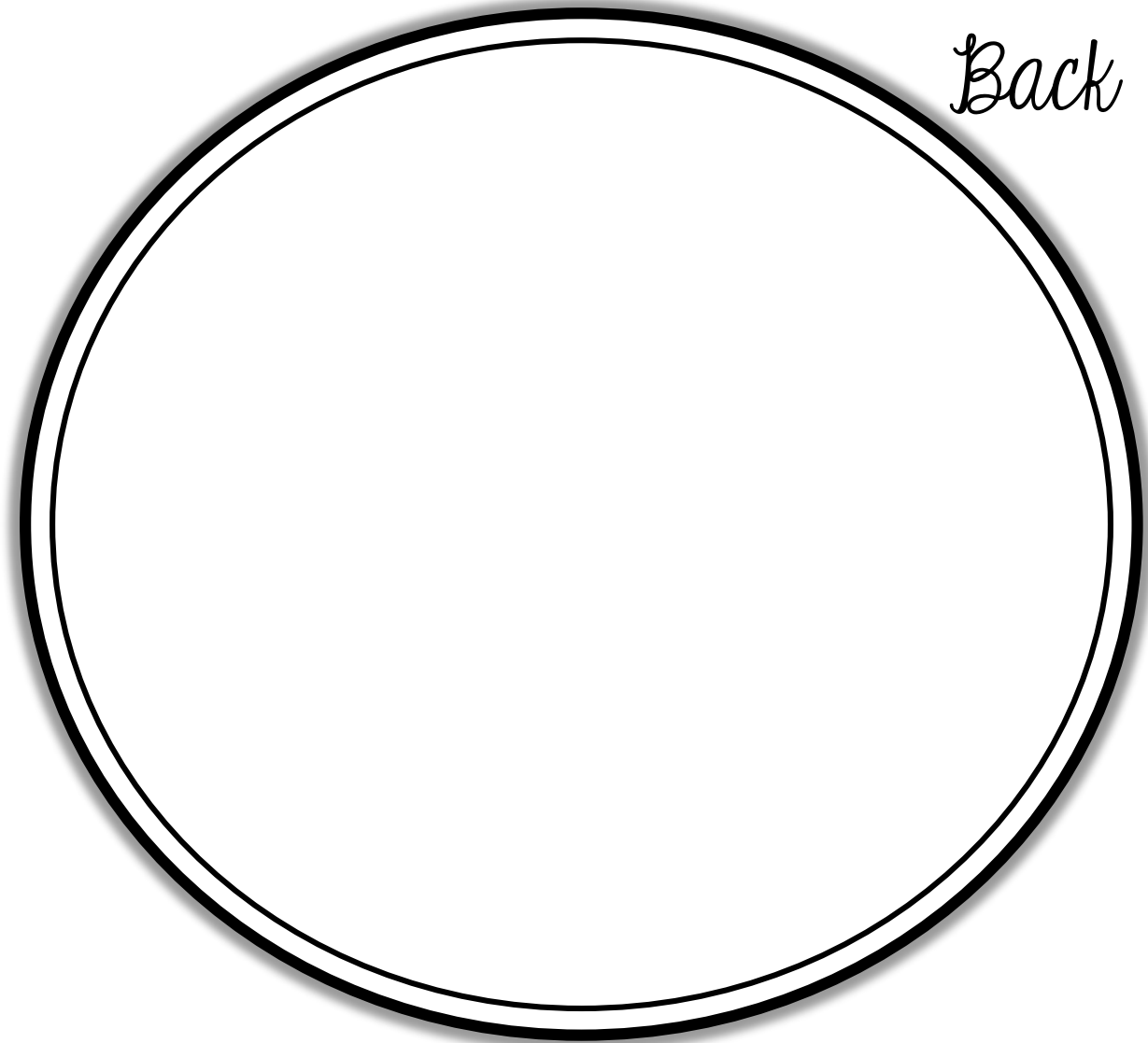
# Commemorative Coin

**Directions:** Design a coin to represent either the Creek or Cherokee Indians in Georgia. On the back, write a paragraph that describes the design and why it is significant to Georgia's history.

*Front*



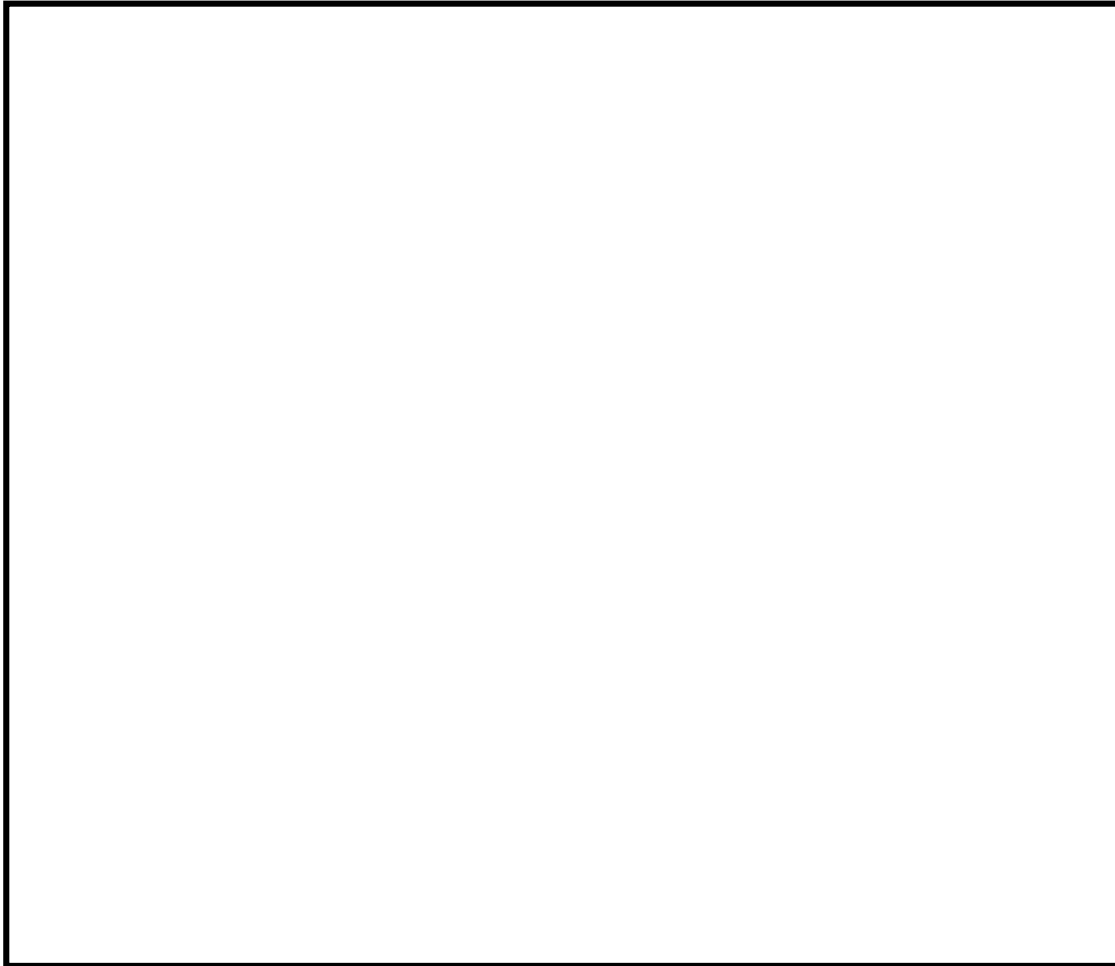
*Back*



# Teacher Info - Citation for Injustice

- Print off the Citation for Injustice handout for each student.
- The students will write a “ticket” to the US government (Offender) for its poor treatment of Native Americans. They should describe how the government treated Native Americans (took land, wars, Trail of Tears, relocation, reservations, etc.). Then, they will write how they think the government should have treated the Indians.
- In the “polaroid picture”, they will draw a scene that shows the poor treatment of Native Americans.

# Citation for Injustice



**Photographic Evidence**



**Ticket Number 67483928-22**

Offender:

Date:

**Describe the Offense:**

**Instead, the lawbreaker should have:**



*Signature:*

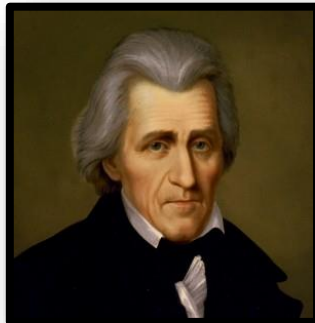
# Teacher Info - Txt Msgs

- The students will write text messages between Andrew Jackson and John Marshall that were sent after the *Worcester v. Georgia* case.
- The first message should portray how Jackson felt about the decision (and his thoughts on Indian Removal in general).
- The second message is Marshall's response to Jackson's text.



# Txt Msgs

**Directions:** Based on what you know about Indian Removal and the Worcester v. Georgia case, what do you think text messages between President Andrew Jackson and Chief Justice John Marshall would say? Write a message from Jackson sharing his thoughts regarding Marshall's decision. In the second message, write Marshall's response to Jackson's text.



*Jackson*



*Marshall*

# Teacher Directions - “Guess Who?”

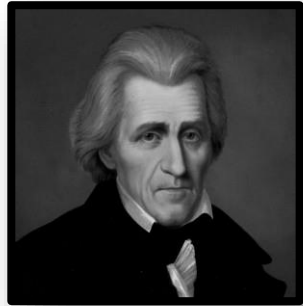
## Ticket Out the Door

- Print the “Guess Who?” graphic organizer for each student.
- Students will read each description and write down the person that it’s describing.

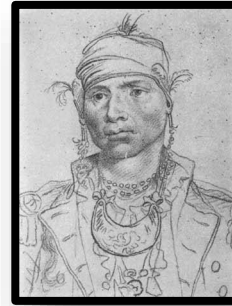
# Guess Who?

Directions: Can you guess the significant people below based on their descriptions? Write each person's name on the line in each box.

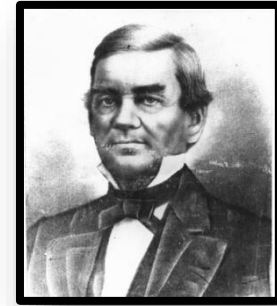
**U.S. President who supported Indian Removal**



**Signed a treaty with President Washington to give up some Creek lands**



**Leader of the Cherokee government**



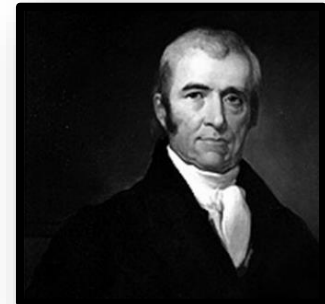
**Created the Cherokee alphabet that enabled the tribe to read and write**



**Signed a treaty to give up all Creek lands in Georgia; murdered by Creek**



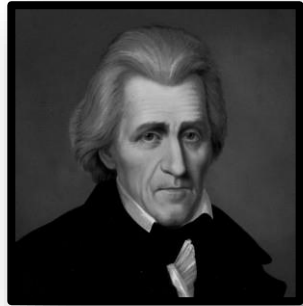
**U.S. Supreme Court Justice who ruled in favor of the Cherokee**



# Guess Who? - KEY

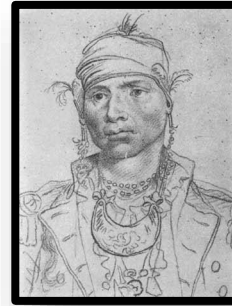
Directions: Can you guess the significant people below based on their descriptions? Write each person's name on the line in each box.

**U.S. President who supported  
Indian Removal**



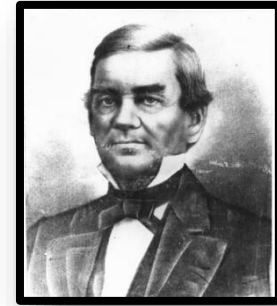
Andrew Jackson

**Signed a treaty with President  
Washington to give up some  
Creek lands**



Chief Alexander McGillivray

**Leader of the Cherokee  
government**



Chief John Ross

**Created the Cherokee  
alphabet that enabled the  
tribe to read and write**



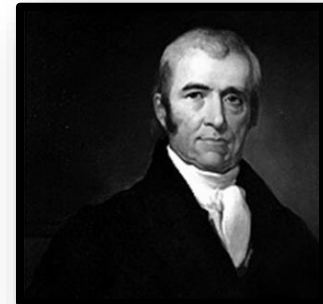
Sequoyah

**Signed a treaty to give up all  
Creek lands in Georgia;  
murdered by Creek**



Chief William McIntosh

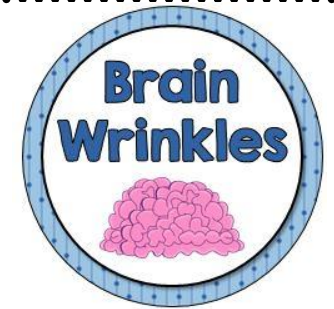
**U.S. Supreme Court Justice  
who ruled in favor of the  
Cherokee**



John Marshall

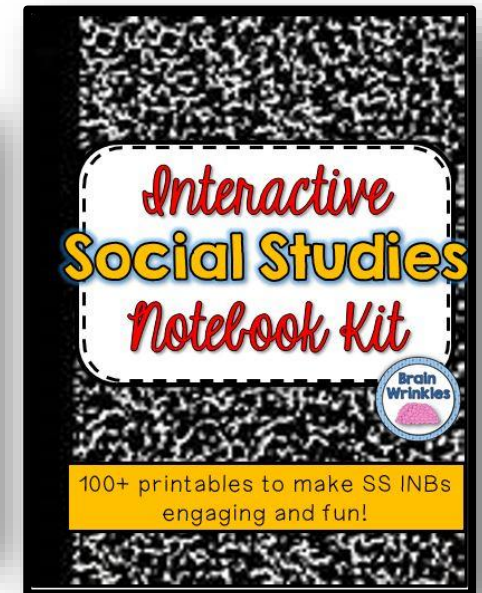
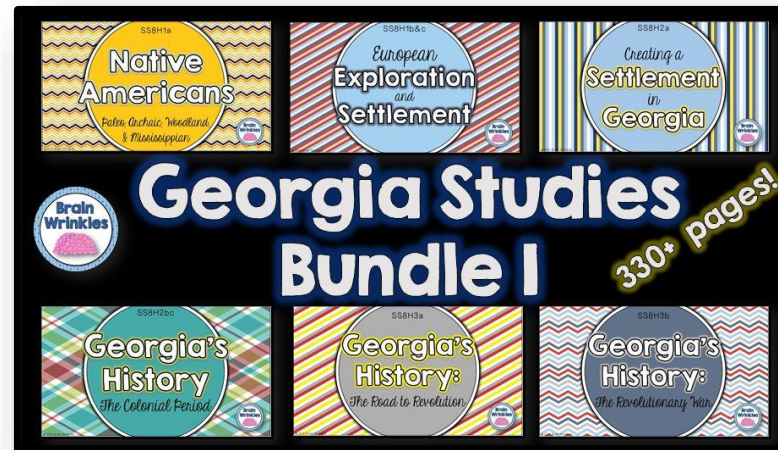


# Thank You!



Thank you so much for downloading this file. I sincerely hope you find it helpful and that your students learn a lot from it! I look forward to reading your feedback in my store.

If you like this file, you might want to check out some of my other products that teach social studies topics in creative, engaging, and hands-on ways.



Best of luck to you this school year,  
*Ansley at Brain Wrinkles*

# Terms of Use



© 2014 Brain Wrinkles. Your download includes a limited use license from Brain Wrinkles. The purchaser may use the resource for **personal classroom use only**. The license is not transferable to another person. Other teachers should purchase their own license through my store.

This resource is **not** to be used:

- By an entire grade level, school, or district without purchasing the proper number of licenses. For school/district licenses at a discount, please contact me.
- As part of a product listed for sale or for free by another individual.
- On shared databases.
- Online in any way other than on password-protected website for student use only.

© Copyright 2014. Brain Wrinkles. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the **original purchaser** or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).

Clipart, fonts, & digital papers for this product were purchased from:

Thank you,

*Ansley at Brain Wrinkles*

