**Elementary Social Studies Learning Experience**

**Integrated with Reading and Writing Instructional Resource**

Grade 2 History

*This example was adapted from a teacher submission.*

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| **Social Studies Experience Overview** |

Students will identify causes and effects of the Trail of Tears by examining a variety of sources. They will analyze each source to determine if it shows a cause or effect of the Trail of Tears and explain their reasoning.

***KAS for Social Studies* alignment:**

* 2.I.Q.1 Ask compelling questions about communities found in North America.
* 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.
* 2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships.
* 2.I.UE.3 Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.
* 2.I.CC.1 Construct an explanation, using correct sequence and relevant information,

to provide information on a community in North America.

*Educators may have to engage with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified*.

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| **Reading and Writing Connection** |

Vibrant student experiences in Social Studies differ from those in Reading and Writing. However, intentionally aligning the topics enhances learning in both. The following green-rated High-Quality Instructional Resource (HQIR) is used in Reading and Writing during the same time period as this Social Studies learning experience:

HQIR: Core Knowledge Language Arts (CKLA)

Knowledge-Building Topic: Westward Expansion

Grade-Level Complex Text(s): “The Trail of Tears” by Core Knowledge Foundation

The following Reading and Writing standards and tasks, along with Interdisciplinary Literacy Practices, play a supporting role and are integrated in this vibrant Social Studies Learning Experience:

Text-Dependent Tasks: Writing to Learn, Writing to Demonstrate Learning

*Kentucky Academic Standards for Reading and Writing*: RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.7, RI.2.9, RI.2.10, C.2.6

*Interdisciplinary Literacy Practices*: 1, 2, 3, 8, 9

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| **Setting the Stage: Compelling Question** |

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| **2.I.Q.1** Ask compelling questions about communities found in North America.  **Compelling Question**: How have Native American cultures impacted our lives today? |

Compelling questions are open-ended, enduring and center on significant unresolved issues. For more information on compelling questions, visit Section B: “What are Compelling Questions and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the compelling question to students. Display and read the question. Underline “cultures” and “impact”, which are important words for students to understand to be able to successfully investigate the compelling question. Ask students:

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| * What do you notice or wonder about these words? * Have you heard these words before? If yes, where? * What do these words mean? How do you know? |

Students may provide some suggested meanings based on their knowledge and experiences with these words. Support them by providing a student-friendly definition. For your reference, culture is defined in the [*KAS for Social Studies* Glossary of Terms](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf) as "a social institution created within the learned behavior of people, including but not limited to their specific norms, values, belief systems, language(s), knowledge, social relations, technologies, institutions and organizations.”

Now, ask students to use these vocabulary words in sentences. This will further support students’ understanding of the words and will also provide the opportunity to check for understanding if students are able to correctly use these words in a variety of sentences.

Explain to students that they will be investigating this compelling question by exploring the supporting question below.

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| **Supporting Question** |

| **2.I.Q.2** Identify supporting questions that help answer compelling questions about communities found in North America.  **Supporting Question:**What were the causes and effects of the Trail of Tears? |
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Display the supporting question and introduce it to students. Remind students, if they are using the Core Knowledge curriculum for reading, that they have been reading about the Trail of Tears during reading class. Explain to students that they will now be learning more about the Trail of Tears, including what caused it and what happened because of it. the causes and effects of the Trail of Tears. Review the meaning of “cause” and “effect” with students to ensure their understanding before moving on. For your reference, the *KAS for Social Studies* defines cause and effect as, “a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction; a cause produces an effect which in turn can become a cause and produce another effect.”

Tell students that during this lesson, we will be gathering information and evidence to answer the supporting question, **“What are the causes and effects of the Trail of Tears?”** To help prepare students for thinking about this question as they investigate a variety of sources, ask them to do the following:

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| What kinds of information might we need to answer this question? |

Ask students to brainstorm as a class. Collect their ideas, recording them on chart paper for all students to see. Some examples of some ideas students may contribute are:

* What was the Trail of Tears?
* Why is it called the Trail of Tears?
* What caused the Trail of Tears?
* What were the effects of the Trail of Tears?
* Where did the Trail of Tears happen?
* Who was involved in the Trail of Tears?

**Investigation**

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| **2.H.CE.1** Describe events in North America shaped by multiple cause and effect relationships. |

Tell students that they will examine a variety of sources to gather information about the causes and effects of the Trail of Tears. Provide each student with a graphic organizer, such as the one below, to record and synthesize information from each source. Begin by explaining the design of the graphic organizer and reading the labels of the rows and columns with students. Explain that they will examine 5 different sources and determine what each one tells us about the Trail of Tears, and the causes and effects of this event that are demonstrated by the source.

Present students with the following infographic (**Source 1**) about the Trail of Tears:

Causes and Effects of the Trail of Tears

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analyze each source, then complete the chart.

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|  | What does this source tell us about the Trail of Tears? | What causes and/or effects of this event are demonstrated in this source? |
| Source 1 |  |  |
| Source 2 |  |  |
| Source 3 |  |  |
| Source 4 |  |  |
| Source 5 |  |  |

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| Britannica. (2024, March 4). *Trail of Tears*. <https://www.britannica.com/event/Trail-of-Tears>This is an image of the infographic found in the linked source. It provides a map of the Trail of Tears, some facts and a timeline of events. |

Explain to students that this source is an infographic, which contains visuals, content and knowledge to support the reader. Point of the different components of the infographic (the data at the top, the map in the middle and the sequence of events at the bottom). First, have students read the data provided at the top. To check for understanding, ask students:

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| What information does this data tell us so far about the Trail of Tears? |

After students have had time to process the data, move on to the map. Provide students time to look over the map. Then, pose the following questions to students to support students in analyzing the map, adapted from [*Analyze a Map*](https://www.archives.gov/education/lessons/worksheets/analyze-a-map-intermediate):

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| * What is the title of this map? * What type of map is this? * What places are shown? * What is labeled? * If there are symbols or colors, what do they stand for? * When is it from and why was it created? * Write one sentence summarizing this map. * What did you find out from this map that you might not learn anywhere else? * What other documents or historical evidence can you use to help you understand this event or topic?   National Archives. (n.d.). *Analyze a Map*. <https://www.archives.gov/education/lessons/worksheets/analyze-a-map-intermediate> |

As you discuss and analyze this map with students, ensure that they understand that it shows the routes Native Americans were forced to take during the Trail of Tears, which was an involuntary, or forced, migration. Point out to students that this map demonstrates the very long distances these groups were forced to travel so their land could be taken over by the settlers, which spans over several states, including Kentucky.

Then, read the information provided in the sequence of events toward the bottom of the infographic with students to provide additional information and context about the data and map of the Trail of Tears. Ask students to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner about the two questions in their graphic organizer for Source 1 and record their thinking. Then, discuss as a class, asking some pairs to share their thoughts. A possible response is below:

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|  | What does this source tell us about the Trail of Tears? | What causes and/or effects of this event are demonstrated in this source? |
| Source 1 | *The map shows the distance and routes of the Trail of Tears and the text explains that the Indian Removal Act by Andrew Jackson forced the Native Americans to leave their homes and move west along those routes.* | *This source explains that the Indian Removal Act was a cause of the Trail of Tears.* |

Next, ask students to spend a few moments independently studying **Source 2**, the [*Trail of Tears*](https://nationaltota.com/website-banner-mural/)painting below:

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| This is a painting of the Trail of Tears. It depicts Native Americans on horseback, in covered wagons and on feet traveling with some baggage.  Robert Lindneux. (1942). *The Trail of Tears* [painting]. National Trail of Tears Association. <https://nationaltota.com/website-banner-mural/> |

Then, explain to students that they will analyze this art using the [Analyze and Artwork](https://www.archives.gov/education/lessons/worksheets/analyze-an-artwork-intermediate) tool. Ask students to work in small groups or with a partner to meet the artwork and observe its parts together. Allow them time to observe and study the painting and discuss what they see and think with their peers.



As they continue working in small groups to analyze the painting, ask them to discuss and respond to the questions below, adapted from the tool. Begin by meeting the artwork, asking students the following questions:

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| **Analyze an Artwork****Meet the artwork.**  * Quickly scan the artwork. What do you notice first? * What type of art is it? (for example, painting, drawing, sculpture, photography, etc.) * What is the title? |

Now that students have a basic introduction to the artwork, explain that they will observe its parts. Ask students to work with a partner to discuss the following questions:

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| **Observe its parts.**  * List the people, objects and activities you see.   + PEOPLE:   + OBJECTS:   + ACTIVITIES: * Write one sentence summarizing this artwork. |

Then, discuss these questions as a class, asking partners to share their responses. Explain to students that now that they have spent time examining the art, they will try to make sense of it. Pose the following questions:

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| **Try to make sense of it.**  * What do the colors, people, objects or activities represent? * Who made this? * When was it created? * Does it depict a different time? When? * What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion. |

Support students with making sense of the painting. They may note that the overall mood is sad, based on the colors used and the expression of the people in the painting. Support them in understanding that while the painting was made in 1942, it depicts a different time, between 1836-1838. Therefore, the person who created the painting was not there when the Trail of Tears happened. Discuss what message the artist may have been trying to achieve with their artwork.

Next, have students consider how this painting might be used as historical evidence. Discuss the following questions:

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| **Use it as historical evidence.**  * What did you find out from this artwork that you might not learn anywhere else? * What other documents or historical evidence can you use to help you understand this event or topic? |

During the discussion, ensure that students understand that, while the painting is not a primary source, does represent events that happened during the Trail of Tears and portray emotions and feelings, which can help determine the impacts this event had on the Native Americans.

Then, ask students to complete the next row on the graphic organizer based on the information they obtained from their analysis. A possible response is below:

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|  | What does this source tell us about the Trail of Tears? | What causes and/or effects of this event are demonstrated in this source? |
| Source 2 | *This painting shows many Native Americans traveling on foot, horseback or wagon. They appear to be cold and sad. There is an armed soldier on horseback among them.* | *The armed soldier helps show the cause of the Trail of Tears, that it was a forced removal. The way the Native Americans are portrayed in the painting also shows the effects the Trail of Tears had on the Native Americans (they were sad, tired, uncomfortable, etc.)* |

Next, introduce **Source 3** to students:

Native Knowledge 360. (n.d.). *A Story of Cherokee Removal*. Smithsonian. <https://americanindian.si.edu/nk360/removal-cherokee/forced-removal.html#section-3>

Explaining that this is a quote from a Native American who was impacted by the Trail of Tears. Read the quote below as the students follow along:

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| “The soldiers came and took us from our home. They. . . drove us out of doors and did not permit us to take anything with us, not even a second change of clothes.”  — Ooloo-Cha, widow of Sweet Water |

Then, work with students to analyze this quote. You may use the modified version of [Analyze a Written Source](https://www.archives.gov/education/lessons/worksheets/analyze-a-written-document-novice), below:

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| **Analyze a Quote****Meet the quote.**  * Write down any words that you don’t know. Then look up the definitions.  **Observe its parts.**  * Who said this quote? * Who was the audience for this quote? * What is the date of this quote?  **Try to make sense of it.**  * What is the main idea of the quote?  **Use it as historical evidence.**  * Where do you think you could find out more information about the person who spoke these words? * Where do you think you could find out more information about this event? |

Next, have students complete the next row of the graphic organizer. A sample response is below:

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|  | What does this source tell us about the Trail of Tears? | What causes and/or effects of this event are demonstrated in this source? |
| Source 3 | *This quote tells us that the Trail of Tears was forced with no warning and the Native Americans lost all of their possessions.* | *This source helps demonstrate the effect of the Trail of Tears on Native Americans because they lost their homes and everything they owned.* |

Next, present **Source 4** to students:

Native Knowledge 360. (n.d.). *A Story of Cherokee Removal*. Smithsonian. <https://americanindian.si.edu/nk360/removal-cherokee/forced-removal.html#section-11>

Explain that this source is a quote from someone who witnessed the Trail of Tears happening. Read the quote below together as students follow along:

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| “We found them [about 1,100 in all] in the forest camped for the night by the side of the road . . . under a severe fall of rain, accompanied by heavy wind. With their canvas for a shield from the inclemency of the weather, and the cold wet ground for a resting place, where after the fatigue of the day, they spent the night. When I read the President’s Message that he was happy to inform the Senate that the Cherokee were peaceable and without reluctance removed . . . I wished the President could have been there that very day in Kentucky with myself, and have seen the comfort and willingness with which the Cherokee were making their journey.”  — The account of a “traveler from Maine” printed in the New York Observer, December 1838 |

Some vocabulary may be challenging for Grade 2 students, and working through the “Meet the quote” section together will help clarify these words. You may consider allowing students to work collaboratively to finish the analysis, or continue working together as a class, based on the needs of your students.

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| **Analyze a Quote****Meet the quote.**  * Write down any words that you don’t know. Then look up the definitions.  **Observe its parts.**  * Who said this quote? * Who was the audience for this quote? * What is the date of this quote?  **Try to make sense of it.**  * What is the main idea of the quote?  **Use it as historical evidence.**  * Where do you think you could find out more information about the person who spoke these words? * Where do you think you could find out more information about this event? |

Ensure that students understand that this quote indicates that the government was portraying the event differently than what the traveler witnessed. Have them complete the next row of the graphic organizer. A possible response is below:

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|  | What does this source tell us about the Trail of Tears? | What causes and/or effects of this event are demonstrated in this source? |
| Source 4 | *This quote tells us that the Trail of Tears was exhausting and extremely uncomfortable, and also that the government was not portraying it accurately to the public.* | *This source shows the effects the Trail of Tears had on the Native Americans, since they were suffering as a result of this event.* |

Introduce the final source, **Source 5**, with students:

One Minute History. (2023, June 16). *The Trail of Tears: One Minute History* [video]. <https://www.youtube.com/watch?v=WAWyfikAndA>

Instruct students to be thinking about any causes and effects of the Trail of Tears that are explained in the video as they watch and listen. Please note that some vocabulary in the video may be challenging for students and consider pausing the video to support students in understanding the vocabulary and checking for understanding.

Then, students to [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) with a partner and discuss the causes and/or effects of the Trail of Tears that were explained in the video. Then, work with students to complete the final row. An example is below:

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|  | What does this source tell us about the Trail of Tears? | What causes and/or effects of this event are demonstrated in this source? |
| Source 5 | *100,000 Native Americans living in the Southeast were forced to move west by the Indian Removal Act signed by Andrew Jackson. They challenged it in court but were unsuccessful. Thousands died from hunger and disease along the forced journey.* | *This source identifies the Indian Removal Act as a cause of the Trail of Tears. It also explains the effect the Trail of Tears had on Native Americans since thousands of people died as a result.* |

Now that students have explored a variety of sources to investigate the causes and effects surrounding the Trail of Tears, assess their mastery by having them complete the task below.

**Task Aligned to the Supporting Question**

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| * 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America. * 2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships. * 2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America. |

Have students respond to the supporting question, “What were the causes and effects of the Trail of Tears?” independently to assess their mastery of the above standards. Allow them to use their sources, source analyses and graphic organizers to support them as they respond.

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| **Task:**  Construct an explanation to respond to the supporting question, “What were the causes and effects of the Trail of Tears?”. In your response, include relevant information from the sources you investigated. |

Consider providing sentence stems to support students with answering this question, if needed, such as the one below:

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| **Supporting Question: What are the causes and effects of the Trail of Tears?**  One cause of the Trail of Tears was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  One effect of the Trail of Tears was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

**Exemplar**

The following is a possible response that would demonstrate strong mastery:

One cause of the Trail of Tears was the Indian Removal Act passed by Andrew Jackson. I know this because Source 1 explains that this Act explains how this led to forced removal of 5 major tribes in 9 states.

One effect of the Trail of Tears was that thousands of people died. I know this because Source 5 states that thousands of people died from hunger and disease during the journey.

**Student Work Samples**

**Sample 1**

**Student response:

One cause of the Trail of Tears was "when soldiers told them to leave in souuce 3"
I know this because "this happened before source 2 when they were on the trail"
An effect of the Trail of Tears was "when they got on the trail of tears it was long."
I know this because "this happened after source 3 it showed in source 2 where the wagon train was long."**

This sample demonstrates partial mastery. The student is able to identify a cause and provide support, but the Trail of Tears being long is a characteristic rather than an effect. The student should be able to accurately describe an effect of the event to demonstrate mastery of 2.H.CE.1 as it pertains to the Trail of Tears.

**Sample 2**

Student response:

One cause of the Trail of Tears was "people ended up out of their homes".
I know this because "it was in source 3".
An effect of the Trail of Tears was "people could get sick".
I know this because "I read it in source 4".

This sample demonstrates partial mastery. The student is demonstrating some understanding of cause and effect but lacks description and support.