

The Passage

Social Studies Practices (SSPs):

SSP.02: Critically examine a primary or secondary source

SSP.03: Organize data from a variety of sources

SSP.04: Construct and communicate arguments, supported by evidence

SSP.05: Develop historical awareness

SSP.06: Develop geographic awareness

Content:

4.18 Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.

5.38 Analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.

8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of *Worcester v. Georgia* and the Trail of Tears.

TN.23 Describe the impact of the Indian Removal Act and the Trail of Tears on Tennessee.

Literacy Connection:

- ❖ summarizing significant ideas and relevant information
- ❖ framing questions for further investigation
- ❖ demonstrating and defending an understanding of ideas
- ❖ drawing inferences
- ❖ recognizing the author's point of view

LESSON OVERVIEW

This lesson showcases the Passage, a pedestrian link between downtown Chattanooga and the Tennessee River, right outside the Tennessee Aquarium. The Passage also marks one of the departure points of the Trail of Tears. Because this is a place-based lesson, students should have a basic understanding of the Trail of Tears and its significance on the Cherokee Nation. Students will use the materials within the lesson to explore The Passage to gain a deeper understanding of Cherokee culture and Chattanooga's place within their history. This lesson is broken into three different parts, the Launch, which will be done in the classroom before students come to The Passage, the Explore, which students will complete at The Passage, and the Summarize portion, which will be completed back in the classroom.

CLEAR LEARNING TARGET(S)

Historians will explore The Passage to better understand the Trail of Tears and its impact on the Cherokee Nation and its connection to Chattanooga.

CHECK FOR UNDERSTANDING/EXIT TICKET

After critically examining The Passage and analyzing its artwork and historical relevance, students will use what they have learned to develop an essay answering the question: What is the historical significance of The Passage, and why is it important to preserve such a place for future generations?

MATERIALS NEEDED

LAUNCH:

- ❖ Notice, Wonder, and Predict Handout

EXPLORE:

- ❖ Clipboards/Writing Utensils
- ❖ Analyzing The Passage Handout
- ❖ Analyzing Quotes Handout

SUMMARIZE:

- ❖ Essay Prompt

SEQUENCE OF INSTRUCTION

LAUNCH

Working collaboratively with partners or a small group, students will analyze images of the seven medallions of The Passage. As students analyze these images, they will look for clues as to what each one represents and predict the reasons for those images to be chosen to represent the Cherokee Nation.

Activity Procedure:

- ❖ Students will be given images of the seven medallions displayed on The Passage in partnerships or groups of three to four.
- ❖ Students will work together to analyze the images to determine what they are and predict the reasons the artists chose those particular images to represent the Cherokee Nation.
- ❖ Each partnership or group will receive a copy of each of the images, and each student will receive a copy of the Notice, Wonder, and Predict Handout
- ❖ While students are working on examining the images together as a group, each student must complete their own handout. The handout is designed to help students develop a foundation of inquiry before seeing the artwork in person at The Passage.

TEACHER NOTES

- ❖ Students may tend to split up the sources and only review a couple of the images individually. Partnerships and groups will have more success if they work through the images together, helping each other analyze and understand what they are examining.
- ❖ To reduce the length of the activity or to adapt it for students who need more support, you can have the class participate in an “I Do”, “We Do”, “You Do” protocol where you work through a medallion as a think aloud, and then as a class analyze another one, and then provide students time to complete the rest.

EXPLORE

Working collaboratively in a group of three or four, students will explore the area around the Tennessee Aquarium to gain a deeper understanding of the Trail of Tears and how Chattanooga played a role in the Cherokee removal. Students will work through a scavenger hunt while analyzing quotes and artwork to summarize the events and attitudes towards Cherokee removal as well as the symbolism of the Cherokee Nation.

Activity 1 Procedure:

- ❖ In teams of three or four, students will read quotes detailing the history of the Cherokee Nation's relationship with white settlers and the United States Government from 1775 to 1831.
- ❖ Students will work together to analyze these quotes to better understand the feelings and attitudes of the time.
- ❖ Each group will receive a copy of each of the quotes, and each student will need a copy of the Analyzing Quotes Handout.
- ❖ Students should work together to examine and analyze each quote and complete the Analyzing Quotes Handout. While students are working on analyzing the quotes, each student must be completing their own handout.
- ❖ Conclude this activity by calling student groups to share their thoughts on each quote. Encourage other students to add to their handouts during this process and make revisions as needed.

Activity 2 Procedure:

- ❖ In teams of three or four, students will explore The Passage analyzing the artwork for symbolism and gaining an understanding of who the Cherokee Nation is as a culture and as a people.
- ❖ Working collaboratively, students will connect their earlier predictions, from the Launch, with the iconography of each medallion, building an understanding of the symbolism of each.
- ❖ Each group will receive a copy of each of the Medallions, and each individual student will need a copy of the Analyzing The Passage Handout.
- ❖ Students should work together to examine and analyze each medallion and iconographic and complete the Analyzing The Passage Handout. While students are working collaboratively, each student must be completing their own handout.
- ❖ As students complete their analysis of the medallions, have groups continue to the seven sculptures of stickball players on the wall facing the river. Also on the wall are seven stars depicting the Pleiades constellation.
- ❖ Have students read the plaque and complete the corresponding activity on their handout.
- ❖ Conclude this activity by calling student groups together to share their thoughts on each medallion and its symbolism. Encourage other students to add to their handouts during this process and make revisions as needed.

TEACHER NOTES

- ❖ These two activities are designed for half of the students doing Activity 1, while the other half is doing Activity 2, and then switching once complete. These activities can also be done all together, depending on the class size and chaperones.
- ❖ For Activity 2, it may be helpful to give students their prediction sheets from the Launch so that they can connect what they predicted to what they are reading on the iconographic.
- ❖ Students may tend to divide the sources and review only a few of them individually. Teams will likely have more success if they work through the sources together, helping each other analyze and understand what they are examining.

- ❖ To reduce the length of the activity or to adapt it for students who need more support, you can have the class participate in an “I Do”, “We Do”, “You Do” protocol where you work through a quote or medallion as a think aloud, and then as a class analyze another one, and then provide students time to complete the rest.
- ❖ While students are working, walk around providing help and answering questions as needed. This is a good time to select and sequence responses for the whole group share-out.
- ❖ Consider a timer so that each activity does not run too long. Offer time cues to students to keep focused and work to complete the task.

SUMMARIZE

Working individually, students will use their analysis handouts from their field trip to write an informational essay about the historical significance of The Passage and the importance of preserving such a place for future generations.

Activity Procedure:

- ❖ Working individually, students will review their handouts from the field trip to The Passage, including their notes, quote summaries, and iconographic analysis.
- ❖ After reviewing their notes and resources, students will write a 3 to 5 paragraph essay answering the following question:
 - What is the historical significance of The Passage, and why is it important to preserve such a place for future generations?

TEACHER NOTES

- ❖ For this activity, some students may need scaffolding in reference to writing a multi-paragraph essay. It may be helpful to provide a word bank, sentence starters, or a graphic organizer to students as needed.
- ❖ As students are working, walk around the room providing help and answering questions as needed.
- ❖ Remind students they need to cite all evidence to help support their answers.

EVIDENCE OF STUDENT MASTERY

- Student Talk
- Analysis Handouts
- Summarize-Essay

POTENTIAL SCAFFOLDS/MODIFICATIONS

- Intentional Grouping of Students
- Teacher Group with Guidance
- Parent Group with Guidance (if possible)
- Extension:
 - Create a visual to showcase the overall symbolism of The Passage
 - Write a newspaper article explaining The Passage and what it means to the Cherokee Nation and the residents of Chattanooga

LAUNCH: NOTICE, WONDER, AND PREDICT

Name: _____

Directions: With your group, analyze each of the seven medallions and answer the questions below to help you predict the reasons the artist chose those particular images to represent the Cherokee Nation.

Medallion 1



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?

Medallion 2



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?

Medallion 3



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?

Medallion 4



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?

Medallion 5



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?

Medallion 6



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?

Medallion 7



What does this image show?

What do you wonder about this image?

Why do you think the artist chose this particular image to symbolize the Cherokee Nation?















EXPLORE: ANALYZING QUOTES

Name: _____

Directions: With your group, examine each quote and summarize each one.

“The Great Spirit has placed us in different situations. He has given you many advantages, but He has not created us to be your slaves. We are a separate people! He has stopped our lands with cows. ours with Buffalo. yours with hogs. ours with bears. yours with sheep. ours with deer. He has given you the advantage that your animals are tame. while ours are wild and demand not only a large space for range but art to hunt and kill them. they are nevertheless as much our property as other animals are yours. and ought not be taken from us without our consent or from something of equal value.” -Old Tassel -

What is the significance of this quote?

What is the gist of this quote?

“You have bought a fair land but will find its settlement dark and bloody.” -Dragging Canoe-1775

What is the significance of this quote?

What is the gist of this quote?

“The white men have almost surrounded us, leaving us only a little spot of ground to stand upon, and it seems to be their intention to destroy us as a nation.” -Dragging Canoe-1778

What is the significance of this quote?

What is the gist of this quote?

“To fix the precise point where barbarity terminates and when civilization begins is perhaps impossible.” -R.J. Meigs-1803

What is the significance of this quote?

What is the gist of this quote?

“You tell us to speak freely and make our choice...Our choice is to remain on our lands.” -Cherokee National Council-1817

What is the significance of this quote?

What is the gist of this quote?

“We consider ourselves as a free and distinct nation. -Cherokee Council-1818

What is the significance of this quote?

What is the gist of this quote?

"All white people who have intruded on the lands reserved for the Cherokee shall be removed by the United States" -Treaty of 1818-

What is the significance of this quote?

What is the gist of this quote?

"It is high time to do away with the farce of treating with Indian Tribes as separate nations." -President Andrew Jackson-1820

What is the significance of this quote?

What is the gist of this quote?

"Our title has emanated from a supreme source which cannot be impaired by conquest or treaty." -Cherokee Negotiations 1823

What is the significance of this quote?

What is the gist of this quote?

"The Cherokee are not foreigners but original inhabitants of America." -John Ross-1824

What is the significance of this quote?

What is the gist of this quote?

"We...the people of the Cherokee Nation...in order to establish justice, welfare, tranquility, promote our common welfare, and secure ourselves and our posterity the blessings of liberty, acknowledging with humility and gratitude the goodness of the sovereign ruler of the universe, in offering us an opportunity so favorable in the design and imploring his aid and direction in its accomplishment, do ordain and establish the constitution for the government of the Cherokee Nation." -The Constitution for the Government of the Cherokee Nation-July 1827

What is the significance of this quote?

What is the gist of this quote?

"If it be true that the Cherokee Nation have rights, this is not the tribunal in which those rights are to be asserted...This is not the tribunal which can redress the past or prevent the future." -Chief Justice John Marshall-United States Supreme Court-1831

What is the significance of this quote?

What is the gist of this quote?

EXPLORE: ANALYZING THE PASSAGE

Name: _____

Directions: With your group, analyze the artwork throughout The Passage and answer the questions below.



What is the name of this medallion?

What is the symbolism of this design?



What is the name of this medallion?

What is the symbolism of this design?



What is the name of this medallion?

What is the symbolism of this design?



What is the name of this medallion?

What is the symbolism of this design?



What is the name of this medallion?

What is the symbolism of this design?



What is the name of this medallion?

What is the symbolism of this design?



What is the name of this medallion?

What is the symbolism of this design?

What do you think is the message or theme of this artwork?

How does this artwork reflect the artist's intentions?

Which medallion did you connect the most with? Why?



What is the significance of the Water Spider artwork?

Why do you think the artists chose to add this artwork to The Passage?

What is the significance of The Passage?

Why is it important for people to visit The Passage?



What is the significance of these 7 sculptures?

What are they playing?

Why do you think the artist chose to depict them playing that particular sport?

What is the significance of the Pleiades?

Why do you think the artist chose to include that particular constellation?

SUMMARIZE: INFORMATIONAL ESSAY

Name: _____

Directions: Working individually, review your handouts from the field trip to The Passage, including your notes, quote summaries, and iconographic analyses. Write a 3 to 5 paragraph essay answer the following question:

What is the historical significance of The Passage, and why is it important to preserve such a place for future generations?



Summarize: Informational Essay Rubric

What is the historical significance of The Passage, and why is it important to preserve such a place for future generations?

Name: _____

Introduction 15 points	<ul style="list-style-type: none">❖ Clear explanation of The Passage and its historical context.❖ Engaging introduction that captures the reader's attention.❖ Thesis statement that outlines the main points of the essay.
Historical Significance 30 points	<ul style="list-style-type: none">❖ Detailed exploration of the historical background of The Passage.❖ Analysis of key aspects of The Passage.❖ Use of citations from The Passage to support claims about its historical significance.❖ Discussion of the cultural significance of The Passage to the Chattanooga community.
Preservation Importance 30 points	<ul style="list-style-type: none">❖ Explanation of why it is crucial to preserve The Passage for future generations.❖ Discussion of potential threats or challenges to preserving The Passage.❖ Presentation of strategies or recommendations for ensuring the preservation of The Passage.
Conclusion 15 points	<ul style="list-style-type: none">❖ Summarization of key points regarding the historical significance and preservation importance of The Passage.❖ Reflection on the broader implications of preserving historical sites for future generations.❖ Concluding statement that reinforces the essay's main arguments.
Writing Style 10 Points	<ul style="list-style-type: none">❖ Clarity and coherence of writing.❖ Proper grammar, punctuation, and spelling.❖ Use of transitions to guide the reader through the essay.

Total Score: _____

Feedback: