

## Week 5

**In Class** \*If you do not attend class, complete these tasks on your own.

### **IN-CLASS TASK #1: SECOND READ of “State of the Union Address”~ pages 187-189**

- Follow along as your teacher reads the second selection on pages 187-189 out loud. Focus on the problems and solutions that are presented.
- **Annotate** the text by underlining and marking problems with a “P” and the president’s solutions with an “S.”
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

### **IN-CLASS TASK #2: COMPLETE Focus on Author’s Claims ~ pages 190-191**

Work under your teacher’s guidance to complete the SOAPstone chart for “Abandon Hope, All Ye Who Enter Here.”

### **IN-CLASS TASK #3: Write ~ page 191**

Write a summary of the government’s current policy from the chart on page 191. Write the summary in your Response Journal. Label it “Week 5 /Task #3: Summary”

**On Your Own/At Home**

**AT-HOME TASK #1: THIRD READ of “State of the Union Address”~ pages 187-189**

- Read the speech again.
- Focus on **HOW? How is Jackson able to persuade his audience?**
- Annotate the text by marking the different types of appeals that Jackson makes: “L” for logical/legal appeals and “E” for emotional appeals.

**AT-HOME TASK #2: Focus on Jackson’s Argument~ pages 192-193**  
Complete the activity per the instructions in the book.

**AT-HOME TASK #3: Write ~ page 193**

- Follow the instructions in the book.
- Write the analysis of Jackson’s proposal in your Response Journal. Double-space the paragraph. Label it “Week 5/Task#3: Writing an Analysis”
- You may use the following sentence frames to organize/build your paragraph if you wish:
  - The problem is...
  - President Jackson’s solution is...
  - Jackson’s solution is/is not a good idea because...
  - One reason the tribes can’t create their own government is...
  - This is/is not a convincing reason because...
  - Overall, President Jackson’s solution is wise/not wise due to the fact that...

**AT-HOME TASK #4: LEARN THE VOCABULARY FROM CHAPTER 16**

Complete an **8x8 Vocabulary Square** in your **Vocabulary Journal** for each word from the list (see Week 4 for definitions):

destiny, receding, retained, sovereigns, inhabit, emigrate,  
remnants, calamity, actuated

**AT-HOME TASK #5: Connect To Testing ~ page 194**

Read and answer the questions per the instructions in the book.

**AT-HOME TASK #6: Project-Based Assessment: Twitter Feed ~ page 195**

Complete the project per the instructions in the book. Note that tweets are limited

to 140 characters (including punctuation). Use language appropriate for Twitter but still write in complete sentences that are properly punctuated. Try to capture the language of both parties, such as Jackson's use of the term "savages" to refer to American Indians. You may access the letter online at the web addresses indicated, or it is included below:

Cherokee Phoenix and Indians' Advocate vol. 1, no. 51  
Wednesday, March 4, 1829  
pg. 2 Col. 5a-Pg.3  
COOSA RIVER, IN TURKEY TOWN.  
C.N. 9th February, 1829.

#### TO THE CHEROKEE PEOPLE.

The undersigned in behalf of a long meeting, composed of the Citizens of Turkey Town, take the liberty of addressing you through the public journal of our Nation, on the subject of emigration to the west, to which the United States have their attention. The view we take of this measure, and the sentiments will take occasion to express, will be simple and plain, founded on truth as handed down to us by our ancestors. Limited in knowledge and possessing but a small share of experience, our apology in this attempt is in the interest we feel in everything that concerns the well being of our Nation. Our ancestors settled in this place at a period not now in our recollection. Here was sacred ground, and on this spot the Council-fire blazed with lustre, and here were the dwellings and seats of Kings and our beloved Chief!-- We speak of days when we lived in the hunter's state, and when our feet were swift in the track of game.

General Washington, after having smoked the pipe of peace with our Chiefs, sent us word to discontinued the pursuit of vagrant habits and adopt those more substantial and become cultivators of the soil. His successors pursued, in regard to us, the same policy, and sent to us the same Talk from time to time -- that as game was precarious and liable to destruction, the bosom of the earth afforded means of subsistence, both infinite and inexhaustible. But time was not allowed us to experience the blessing of putting this recommendation to practice by interested wicked white men, who lived near to us, and who esteemed us a nuisance, because the Great Spirit had placed our habitations in a desirable County, and because they themselves had crossed the Big Water (the Ocean) and had become our neighbors. The bitter cup of adversity was filled to us on every side, by our enemies. Our safety was often endangered by intrigue and misrepresentation of our character to the General Government; and it was not mental or natural disability that opposed itself to our advancement

in civilization, but obstacles place in our way to reach it.

The Indians were represented as incapable of learning the arts of civilized life, and at the same time treated in in most uncivil manner. They were savagely revengeful, because they had the spirit to resent the murder of their friends & relations. They were rogues and thieves, because, not knowing the mother of legal processes to to obtain justice, and if they did, their oath decreed to non-availing, they retaliated in the same way. They were drunkards, because intoxicating liquors were introduced among them. They were disinclined to the study of books, because of some few superficially educated under bad instruction had betrayed their countrymen and had set bad examples. They were stubborn, because they loved the land that had been endeared to them as an inheritance of their fathers. This flood of inconsistency raged with violence over the heads of our Chiefs & swept with its waves, from under their feet, the earth, for which they had struggled for ages past. In this way our territory diminished, and our inheritance was circumscribed to its present bounds.

Our Chief displaced wonderful forbearance in this trials, and maintained the faith of treaties, with the United States, whose chief magistrate also exercised the spirit of paternal affection, and adhered to his engagements as pledged to us by treaties. With caution have we passed the strong shoals of opposition, and its mingled cruelties to the light of civilization. The sun has arise in our moral horizon is fast advancing to its meridian. We hail it with joy! Although a part of our nation have detached themselves from us, to follow the chase, in the western wilds, and we are invited to revert to savagism, with strong talks and inducements as bribes our appetite for our present enjoyments if is too strong to relinquish them because we have tasted their sweets and are contented.

We have noticed the ancient ground of complaint founded on the ignorance of our ancestors and their fondness of the chase, and for the purposes of agriculture as having in possession too much land for their numbers. What is the language of objection at this time? The case is reversed, and we are now assaulted with menaces of expulsion because we have unexpectedly become civilized and because we have formed and organized a constitutional government. It is too much for us now to be honest and virtuous and industrious because then are we capable of aspiring to the calls of Christians and Politicians which renders our attachment to the soil more strong and therefore more difficult to defend us of the possession. Disappointment inflicts on the mind of the avaricious white man; the mortification of delay, or the probability of the intended victim's escape from the snares laid for its destruction. It remains for us in this situation of the question, to act as free agents in choosing for

ourselves to walk in the straight forward path of the impartial recommendations of Washington, Jefferson, Madison, and Monroe, as most congenial to our feelings and knowledge of the means calculated to promote our happiness. We hereby individually set our faces to the rising sun and turn our backs to its setting. As our ancestors revered the sepulchral monuments of the noble dead, we cherish the sacred of their repose as they lie under hillocks of clay, that cover them from our sight.

If the country, to which we are directed to go is desirable and well watered, why is it so long a wilderness and a wasteland and uninhabited by respectable white people whose enterprise ere this, would have attended them to monopolize it from the poor and unfortunate of their fellow citizens as they have hitherto done? From correct information we have formed a bad opinion of the western country beyond the Mississippi. But if report was favorable to the fertility of the soil, if the running streams were as transparent as crystal, and silver fish abounded in their element in profusion we should still adhere to the purposes of spending the remnant of our lives on the soil that gave us birth and rendered dear from the nourishment we receive from its bosom.

We take the liberty of acknowledging our obligations to Major Ridge for his attendance at our meeting and for an eloquent speech suitable for the occasion which he delivered at our request.

MONEY HUNTER, his x mark.  
TAH-KA-HA-KEE, his x mark.  
SCATTERED, his x mark.  
KUNG-WAS-SOO-LAS-KEE, his x mk.  
KILLER, his mark.  
RICHD. RATLIFF, jr. his x mark.  
CRYING SNAKE, his x mark.  
RESURRECTION, his x mark.  
FOLLOWER, his x mark.

### **AT-HOME TASK #7: PREVIEW VOCABULARY for CHAPTER 17**

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

**slain:** *killed or destroyed by violent means*

Thousands of people were slain during the war in Sudan.

**enactment:** *the state of becoming law*

With the enactment of the increase in minimum driving age, many students had to

wait another year to get their driver's license.

**gradual:** *moving or changing in small amounts*

The gradual increase in temperature did not make the snow melt very fast.

**clamor:** *a loud or strong demand*

The unpopular decision caused a clamor of protests in front of the capitol.

**exodus:** *the departure or emigration of a large number of people; a mass exiting*

When the war began, there was an exodus of many refugees across the border.

**trek:** *a journey or a trip*

During the long winter trek in Alaska, many people died from frostbite and illness.

**refugees:** *people who flee for safety from one area or country to another.*

The refugees took shelter in tents until they could obtain permanent housing in their new homeland.

**descendants:** *people who are related to a person or group of people from the past*

The descendants of many American Indian tribes still perform traditional dances and ceremonies even after hundreds of years.

**destiny:** *the idea that the future has been planned by God or a higher power*

He believed it was his destiny to rule over his kingdom.

**dominant:** *predominant, main, major*

The dominant color in the sky was blue.

## **AT-HOME TASK #8: FIRST READ of “Bury My Heart at Wounded Knee” ~ pages 198-200**

- Read the selections on pages 198-200 for the first time. Focus on *What? What is the chain of cause and effects in this excerpt?*
- **Annotate** the text as you read. Draw arrows in the text to indicate how a cause leads to an effect. Write any questions or observations that you have in the margins to the right.
- Circle **unfamiliar words**.

## **AT-HOME TASK #9: Text-Based Questions**

Write answers to the following questions. Write the answers in your Response Journal. Label it “Week 5/Task #9: Text-Based Questions.”

10<sup>th</sup> Grade English – FALL

1. Who was Sharp Knife? Why do you think American Indians called him this?
2. What recommendations did President Jackson make (which you previously read about in Chapter 16)?
3. What caused the Cherokees to be removed faster than originally planned?
4. Why does the writer repeat the phrase “permanent Indian frontier”? Why are those words in quotation marks?

**AT-HOME TASK #10: Focus on Understanding Narrative ~ page 201**

Complete the activity in the book per the instructions and model provided.

10<sup>th</sup> Grade English – FALL