Annotated Bibliography

Primary Sources

Burnett, J.. "John G. Burnett’s Story of the Removal of the Cherokees." *Cherokee Messenger*. The Cherokee Cultural Society of Houston, n.d. Web. 3 Feb 2014.

We used this source for the quote: “Murder is murder, and somebody must answer. Somebody must explain the streams of blood that flowed in the Indian country in the summer of 1838. Somebody must explain the 4000 silent graves that mark the trail of the Cherokees to their exile. I wish I could forget it all, but the picture of 645 wagons lumbering over the frozen ground with their cargo of suffering humanity still lingers in my memory.” It is a prime example of how people were affected by the violation of the Native Americans’ rights at that time. While this quote is informative, it is also useful. It will most likely serve as a highlighted part of our website. In our opinion it is the best way to summarize this year’s NHD theme.

Foreman, Grant. "Family Stories from the Trail of Tears (taken from the Indian-Pioneer

History Collection, Grant Foreman, editor) [a machine-readable transcription]." *American Native Press Archives and Sequoyah Research Center*. Indian Pioneer History Organization, 12 Jun 1937. Web. 30 Jan 2014. <http://www.ualr.edu/sequoyah/uploads/2011/11/Family

Stories from the Trail of Tears.htm

This primary source is very useful. Effie shares what was told to her by her grandmother, who witnessed all the horrors of the Trail of Tears. My group and I can use this to help us know exactly how the families were feeling. This personal account shows the cruelty of the English towards the Native American people. We used two accounts from this page on our “first hand accounts” page.

Jackson, Andrew. President Jackson's Message to Congress "On Indian Removal", December 6,1830; Records of the United States Senate, 1789-1990; Record Group 46; Records of the United States Senate, 1789-1990; National Archives.

This document is a message from President Jackson which states the removal of Native Americans beyond the white settlements. He seems to think of them as happy with this decision. The removal of Indians will open up Tennessee and Louisiana to the whites. It states that a wanderer, an Indian, should not be as attached to his home as an average Christian. This implies the absolute thoughtlessness and lack of care for a human life if it is not a white male or female. However, Jackson offers land to the Indians to remain on after they are pushed out of their homes. We used a picture of this document as a header on our ‘statistics’ page.

Mintz, S., & McNeil, S. (2013). Elizabeth Watts. *Digital History*. Retrieved 2.3.2014.

This source is a description of the Trail of Tears by Elizabeth Watts, whose mother was born on the trail. It gives priority to the deaths and how the dead were treated on the journey. It even tells of grave robbers stealing the jewelry and trinkets of the few that were buried. We may use this as an excerpt to highlight actual accounts of the Native Americans’ journey on our website.We used her quote “The road they traveled...as were the Cherokees” on our “Aftermath” page on our website.

Ridge, John. "Letter to Wilson Lumpkin." *The Native American Experience*. Woodbridge, CT: Primary Source Media, 1999. American Journey. *Student Resources in Context*. Web. 5 Dec. 2013.

This is a letter from John Ridge to Wilson Lumpkin. This is a very good source because Ridge talks about what was happening at the time when he wrote the letter. He compares the Cherokee government to the American government. This primary source served as first-hand information.

Ross, Chief John. "To the Senate and House of Representatives."*Red Clay Ground Council*. Ed.

Gary E. Moulton. vol.1. Norman,OK: 28 Sep 1836. Web. 4 Dec. 2013.

<www.pbs.org/wgbh/aia/part4>.

  This letter shows the anger of the Native American people during this time of horrible mistreatment. These people lived here for many generations, and their land was being stolen away from them. This letter, written by Chief John Ross, shows the empty promises the American government was making with the Native Americans. This primary source was used in our project to show the readers that these people were not “savages”. They are real people who were being taken advantage of.

Smith, Daniel Blake. *An American Betrayal: Cherokee Patriots and the Trail of Tears.* New

York, NY: Henry Hold and Company, 1866. Print. <[www.amazon.com](http://www.amazon.com)>

This book is a very effective primary source. However, it is not as emotional as the letter from Chief John Ross. This source will be used for more factual information that came straight from that time period from Daniel Blake Smith. My group and I will use many things from this book because it is filled with information left and right. This is a very essential part of our website. This book not only shows the Native American point of view, but it also shows the White Americans point of view as well.

"The Trail of Tears." *The Native American Experience*. Woodbridge, CT: Primary Source

Media, 2010. American Journey. *Student Resources in Context*. Web. 2 Feb. 2014.

This portrait of the Trail of Tears will work very well for our website. It shows the multitude of Indians that were forced out of their home. It also shows how little of their belongings they were allowed to take with them. This picture served as an impactful representation of the story our project will tell.

Treaty with the Sioux-Brule, Oglala, Miniconjou, Yanktonai, Hunkpapa, Blackfeet, Cuthead, Two Kettle, San Arcs, and Santee-and Arapaho, 4/29/1868; General Records of the United States Government; Record Group 11; National Archives. <http://www.archives.gov/education/lessons/sioux-treaty/images/sioux-treaty-1.jpg>.

This document is a treaty created by the Sioux in order to make peace with the Americans who were attempting to invade their land. However, they were removed from their land when General Custer brought his army into the Black Hills in order to take the gold there. It also states that they should be happy to be moved, as the gold that will be found in the hills will be for the betterment of man. However, the Black Hills were never signed over to any one party, and as of the making of this document, they were still being disputed.

Wiley, Kathleen. "Chief Black Hawk and Bishop Kearns." *Songs for Teaching*. Funtime

Learning, n.d. Web. 30 Jan 2014.

<<http://www.songsforteaching.com/socialstudies/usunitedstateshistory/chiefblackhawk-bishopkerns.php>>.

This song is a story about Chief Black Hawk and Bishop Kearns, who is a white man. The song, or poem, tells the story of how the relationship between the Natives and the Americans was very rocky. However, in the end, they can come together as friends.

This primary source is very useful for our project. We used a line from this poem on the “trail of tears” section of our website.

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Secondary Sources

“1830-1920: Defining Rights and Responsibilities (159)” [www.hlm.nih.gov/nativevoices](http://www.hlm.nig.gov/nativevoices). National

Institutes of Health, 26 Nov 2012. Web. 7 Nov 2013.

This is a much more detailed timeline than the one cited below. This timeline stays within the early to late 1800s. Even though this timeline is limited to a rather short amount of time compared to the rest of history, the detail this timeline has can give us a cornerstone to base a lot of our information on. This timeline will most likely be used to help pinpoint where certain events took place and also help us find more key information. This timeline is very useful in starting our website.

"Andrew Jackson Signs the Indian Removal Act: May 28, 1830." *Global Events*: *Milestone Events Throughout History*. Vol. 6: North America. Detroit: Gale, 2013. *Student Resources in Context*. Web. 2 Feb. 2014.

This article tells about how Jackson got around to signing the Indian Removal Act. It gives great facts such as political leaders of that time. It also tells the global effects of the Removal Act, which will be very useful for support in our project. This article gives very specific dates, which are always helpful in creating an accurate timeline. This source explains how this event diminished the population of the tribes. We used this article for the “background” page on our website.

Blanchard, Traci. "Keeping and Creating American Communities." *Where the Deer Ran*. N.p.,

n.d. Web. 4 Dec 2013. <kcac.kennesaw.edu>.

This timeline provides our group with vital information about what happened over time to the Cherokee nation. This timeline not only gives us information that took place as far back as the mid 1400s, but it also shows us what took place in the early 2000s. Most timelines cut off; however, this one gives us a wide range of dates and information. This secondary source will most likely be used for simple dating and reference making, not for being directly copied. As useful as this source is, it is not very detailed. However, it does give us a starting point to find more information on each of the dates stated in the timeline.

"Dawes Act (1887)." *Our Documents*. National Archives. Web. 13 Feb 2014.

This website was useful to us as it was both informative and it provided us with an image of the document we needed. It gave us information on how the American government handled the Native American’s after the Trail of Tears. We used both the information and the image of the document on our website in the cause and effect category.

"Events Along the March on the Trail of Tears." *Gale Student Resources in Context*. Detroit: Gale, 2011. *Student Resources in Context*. Web. 3 Feb. 2014.

This article is a perfect overview of the entire Trail of Tears. It gives a timeline, the Removal Act story, and the aftermath of the process. This was very helpful in the use of our project. It is not as detailed as some of the other sources we have gathered, but it is a wonderful summary. We gathered information from this entire article and used it on the “background” and “aftermath” pages on our website.

"Indian Removal Act." *Gale Encyclopedia of U.S. History*: *War*. Detroit: Gale, 2009. *Student*

*Resources in Context*. Web. 5 Dec. 2013.

This source is simply a description of the Trail of Tears. It has good basic information which will be useful. It also has some nice quotes from letters. This was an adequate source because it is a nice, short summary we condensed further and use on our website.

King, Charles. “John Ross, a Cherokee Chief.” 1845. Tennessee State Museum Collection, 80.15.2

This portrait shows General Winfield Scott, a leader in the Native American Removal Act. He was in command of 7,000 soldiers who moved the Cherokee Indians to Oklahoma. He also led the soldiers into collecting and forcing the Indians into stockades and camps. This source is a nice visual of the leaders at that time.

Jenkins, Ralph. "Cherokee Trail of Tears: Other Paths." *TNGenWeb*. Jerry Wright Jordan ,

20 Nov 1996. Web. 3 Feb 2014.

This secondary source has very useful statistics, which makes it very valuable to our project. It gives information of some of the specific tribes and parties on the journey as well as death counts. It gives a detailed census of bodies overall: deaths, births, arrivals, desertions, etc. We used this on the statistics page of our website. Numbers and statistics are both useful and interesting information to gain when searching for specific information on a topic.

Michael Chiavaroli, A. A.. "Life, Liberty, and the Pursuit of Happiness." *Principles of a Free Society*. Ayn Rand Center for Individual Rights. Web. 13 Feb 2014.

This source was very valuable to us in contrasting the Declaration of Independence to the rights violated during the time of the Trail of Tears. It explained to us just what was meant in the document by Life, Liberty, and the pursuit of Happiness. We used it in our connection to the NHD theme on our website. Without it we had no way of defining what the rights of the Native Americans’ were.

National Park Service. "Trail of Tears DVD Part 1." *YouTube*. YouTube, 08 Feb. 2012. Web. 04 Dec. 2013. <http://www.youtube.com/watch?v=FiJ5HYEaY48>. Web. 4 Dec 2013

This movie was filmed to reenact the removal of the Native Americans from their homes in Georgia. It had information about dates, locations, and treatment of the Indians. The video also contained the native language of the tribe. Even though hundreds of citizen groups sent petitions to Congress, they passed the Native American Removal Act by only 5 votes. The United States would not violate any old treaty, but the Indians would still be moved west of the Mississippi.

Pascoe, Craig. *Cherokee Rose*. N.d. Photograph. Georgia College, Milledgeville. Web. 3 Feb

2014. <<http://www.gcsu.edu/history/georgiastudies/cherokeerose.htm>>.

This image is an image of a Cherokee Rose. The legend of the Cherokee Rose says that during the Trail of Tears, the women were grieving day and night; always crying. They feared the younger generation would not survive which would cause the nation to die. So they prayed for a sign, and the next day, a flower grew where the tears of the grieving women fell. We used this picture as the header for the ‘background’ page.

Lindeux, Robert. *The Trail of Tears*. 1942. Painting. The Granger

Collection, New York. Web. 4 Dec 2013. <[www.pbs.org/wgbh/aia](http://www.pbs.org/wgbh/aia)>.

This painting is a painting of the Trail of Tears. This picture depicts what the author thinks it would look like to see the large crowd of Native American people travelling west. These people look very tired and very sad. The viewer can also see the many animals the natives tried to bring with them across this vast journey. My group and I used this painting to show others what it might have looked like to either be there, or be a part of the mass migration.

Stanley, Max D.*The Trail of Tears.* 2007. Photograph. Cherokee Community of the Inland Empire Web. 6 Nov 2013.

This illustration shows what the people in the Trail of Tears may have looked like. The Indians are very upset because they are being forced out of their land. The road is very barren and the trees have no leaves on them. The most impactful part of this picture is the woman in front who is wiping her tears. You can really feel the emotion from her. We used this picture on the “trail of tears” section of our website.

"The Age of Jackson." *U.S History Pre-Columbian to the New Millennium*. Independence

Hall

Association , n.d. Web. 3 Feb 2014. <<http://www.ushistory.org/us/24f.asp>>.

This web page gives us a lot of background as to why the Trail of Tears happened in the first place. This web page talks about the Trail of Tears from the Americans’ point of view as well. We think this secondary source will be very useful in our history day project. We used this source to give people more information about Jackson, the president during this time. This source also gives information about the Cherokee rose, which everyone can read about on our website.

"The Story." *Trail Of Tears Association*. N.p.. Web. 5 Dec 2013.

<<http://www.nationaltota.org/the-story/>>.

This document is another story of the Trail of Tears. The story is told very well and is interesting. This is a good source because it is good to have another point of view of the story. This will be helpful in finding basic information about the whole event. This source shows us how the indians were treated during this time. We used this as a summary on our website.

"Trail of Tears Facts." *History of Native Americans*. N.p., n.d. Web. 31 Jan 2014.

This web page has very valuable facts featured on it. It tells specifically what tribes were removed and when they were removed. It also gives details about how many supplies were allowed for certain tribes; we were not even aware there was a limit. It also tells what most of the Native Americans died from. We used these facts while writing our background page.

*Trail of Tears National Historic Trail.* N.d. Infographic. National Park Service Web 6 Nov

2013. <http://www.cr.nps.gov/nr/feature/indian/2009/bainbridge_ferry.htm>.

This is a map of the route taken when the Indians were forced out. It shows the land route, water route, and other major routes they took. The route was long and hard. This is very helpful because it puts into perspective how far they were pushed away from their homes. We used this picture on the “statistics” page of our website.