Each student is responsible for reading and annotating all of the sources in the document packet, completing a SOAPSTone, and answering the Focus Questions for each lettered source. Additionally each member of the group will be assigned one of the role below to help the group complete the soapstone by researching the aspect below in greater depth. Each group member must submit a printed Work Referenced page for the discussion day.

The Author
☐ Look for information about the author.
☐ Look for evidence in the document that would help you to understand what the author believes, values, or thinks.
☐ Look for evidence in the document that would help you to understand why the author wrote it (the author’s intent.)
☐ Think of information about the author that you would need in order to better understand her or his ideas, values, intentions, etc.
☐ Think about how what you believe, value, and think might affect what you decide the author believes, values, and thinks (your bias).

The Audience
☐ Look for evidence in the document that would help you to understand the author’s sense of audience at the time the document was written.
☐ Look for evidence that might help you understand why the author might have focused on a particular audience
☐ Think of additional information that you would like to have in order to help you to understand the intended audience and the document’s relevance to them.

The Connector
☐ Make connections between the document and other documents that you know.
☐ Make connections between the document and other historical information.
☐ Make connections between the document and ideas or issues of today.
☐ Note any statements or ideas in the document that seem to support each other (internal consistency).
☐ Note any statements or ideas in the document that seem to contradict each other.

The Time Researcher
☐ Look for evidence in the document that helps you to understand the “historical context” - the social, economic, or political concerns, issues, or beliefs of the day.
☐ Look for statements in the document that either fit with or conflict with what you know about the historical context.
☐ Think about additional background about the time - for example, particular men or women, the social or political issues, the ideas, the geographical developments that would help you to understand the document and its significance better.

The Wordsmith
☐ Keep a list of unfamiliar words and your ideas of what they mean from reading the document or from looking them up in a reference book.
☐ Think about how the author constructs the argument (the “rhetoric”) and whether the evidence the author uses supports the argument.
☐ Try to describe the tone (is it respectful, angry, somber…?). What does the tone say about the author, the author’s intentions, or the author’s bias?
☐ Think about who or what you would expect to be included. Think about who or what is not included and what their exclusion might mean.

SOAPSTone= Speaker, Occasion, Audience, Purpose, Subject, Tone
Focus Questions

• Document A: Compare and contrast this Constitution with the Preamble of the United States Constitution. What does this show about the values of the Cherokee people?

• Document B: In what ways did the Cherokee people try to imitate the white man?

• Document C: What was written about the connection between religion and being “civilized?”

• Document D: What does Jackson say when the Cherokees complained about leaving their homes and moving to a new land?

• Document E: What does Jackson promise the Cherokees if they move to a new land as he suggested they do?

• Document F: What are two specific complaints that the Cherokees have had with Congress over previous treaties?

• Document G: What is the point of view, from women, about the removal of the Cherokees?

• Document H: Did the United States ever make a treaty with the Cherokee Nation? What happened to that treaty and why?

• Document I: Describe three details shared with us about the Trail of Tears? How do you react to what was written?

• Document J: According to John Ross, Chief of the Cherokees, what did the state of Georgia specifically do to violate the treaty with the Cherokees? Why did they do that?