



## Learning Project 4

### Reading a Long Passage: Social Studies

Each GED social studies test has test items that refer to or quote Supreme Court rulings. In addition, each GED social studies test has questions that refer to the Constitution or the Declaration of Independence. The Declaration and the Bill of Rights, the first ten amendments to the Constitution, appear in Appendix D.

Both the Supreme Court ruling and the Constitutional issue are the basis for the first of the two long social studies passages in PA. The passage, which is used in all the Inquiries in this Learning Project, is printed separately, to make copying and use of the passage easier.

The practice of concept mapping, a strong content area reading strategy, is presented in this Learning Project.

The passage describes some of the conditions that laid the groundwork for the U. S. government's treatment of Indian tribes throughout the 19<sup>th</sup> century. It is a topic with which most of your learners have a certain level of familiarity, and these three Inquiry Activities generally create a great deal of discussion.

In the first Inquiry, the two questions can be answered from supporting details in the text. In Inquiry 4-2, learners will need to know about the separation of powers. Each of the three branches of government has its own specific function, and none may impinge on the powers of another branch. It may be reassuring for learners to have basic Constitutional law be that accessible.

Inquiry 4-3 features an additional reading that builds upon and somewhat expands the original passage. The passage has a mildly ironic beginning, which may be interesting to discuss. In this Inquiry Activity, it is a good time to remind test takers that all the answers to all the questions around a single passage will be congruent. They will fit with the correct answers to the other questions.



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Learners will need to use the following passage when answering the questions for IAs 4-1, 4-2, and 4-3.

By the early 1800s, the Cherokees had been pushed into a small section of the southern Appalachians. They had established farms and small manufacturing shops, built schools, and published a newspaper in their own language. They governed themselves under a written constitution with a legislature, courts, and a militia. The Cherokees, while adapting to white culture in some instances, valued their own traditions and formed a separate state on their lands. The Georgia legislature refused to recognize the Cherokee state and opened all Cherokee land to white settlement.

In 1831, the U. S. Supreme Court, led by Chief Justice John Marshall, ruled that the Cherokee Nation had clearly defined boundaries within which “the laws of Georgia could have no force.” The Court further ruled that Georgia citizens could not enter Cherokee territory without Cherokee consent.

However, President Andrew Jackson rejected the Supreme Court decision. Against the strong protests of several members of Congress, he allowed illegal seizures of Cherokee lands to continue, and in 1838, the Cherokees were forced to move to unsettled lands west of the Mississippi. During their 800-mile journey, made mostly on foot, thousands of Cherokees died on the “Trail of Tears.”

In 1890, a member of the U.S. Cavalry wrote: “The long, painful journey to the West ended on March 26, 1839, with 4,000 silent graves reaching from the foothills of the Smoky Mountains to what is known as Indian territory in the West. And covetousness [greed] on the part of the white race was the cause of all that the Cherokee had to suffer...”

John Ehle, adapted from *Trail of Tears, Rise and Fall of the Cherokee Nation*, Archer Books, 1988, 394.