

2012-2013 Teaching American History

Extended Discussion/Writing Lesson Plan Template

Lesson Title: Indian Removal

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Appropriate for Grade Level(s): 7-12

US History Standard(s)

H1.[6-8].2 Investigate ways in which Native Americans and immigrants helped create North American **culture**.

H1.[6-8].3 Describe the interactions among Native Americans, Europeans, and Africans.

H2.[6-8].17 Discuss and analyze the interactions between pioneers and Native Americans during the westward expansion.

CCSS(s): -**Compare** the point of view of two or more authors for how they treat the same or similar topics. -**Assess** the extent to which the reasoning and evidence in a text support the author's claims. -**Draw evidence** from informational text to support analysis, reflection, and research. -**Present claims** and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. -**Delineate** a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Discussion Question(s): Should the Cherokee people be forced to move from Georgia?

Discussion Engagement Strategy: Structured-Academic Controversy

Student Readings/sources (list): Indian Removal Essays from Pro-Con binder

Description of student writing assignment and criteria/rubric used for assessment of student writing: Students will write a one paragraph response, using at least two pieces of document-based evidence and supporting each piece of evidence with reasoning related to their claim.

Total Time Needed: 3-5 class periods

Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
1 day	<p>Students should have background information on the Indian Removal Act and Worcester V. Georgia.</p> <ul style="list-style-type: none"> • Teacher should heterogeneously group students in fours • Half of class gets the “Jack Andrews” article and back to back chart page (on BLUE paper) and remainder of class gets the “Joan Marshall” article and chart page (on yellow paper) • Teacher reads the background information (same for both essays) 	<ul style="list-style-type: none"> • After background essay is read, students SUMMARIZE background information in eight words or less on their chart page (in groups). • Students then identify the CLAIM of their assigned essay from the TITLE of the essay and copy the claim on their chart page.
1 day	<p>Annotation of the article</p> <ul style="list-style-type: none"> • The annotating process requires students to circle essential vocabulary- words that are unknown or might need explanation and define them. Teacher will MODEL the entire process. 	<p>Working cooperatively, students will annotate their assigned article:</p> <ul style="list-style-type: none"> • Circle unknown words • Place a ? in confusing areas and make educated guesses • Underline author’s mini-claims • Put a STAR by evidence/reasoning to support claims • Rate paragraphs on a 1-3 scale, with one being VERY CONVINCING and a three LACKING evidence/reasoning
1 day	<p>Groups will prepare for the Structured-Academic Controversy</p>	<p>Groups will complete the FRONT page of their chart page. Here they:</p> <ul style="list-style-type: none"> • Look for the REASONS and EVIDENCE for each topic covered (Staying in Georgia, treatment of other tribes, Treaty of Etocha, idea of Civil War) • Look for authors COUNTER-CLAIM • Rate how effective the conclusion is
1 day	<p>Day Four: Structured-Academic Controversy: Teacher will pair TWO STUDENTS from each side together, keeping the groups heterogeneously mixed. Process for discussion is as follows:</p> <ul style="list-style-type: none"> • Yellow side will present the first issue, staying in Georgia, for TWO minutes. (Reason, evidence and rating). Blue side will WRITE during this time. After two minutes, BLUE is given one minute to CLARIFY what they wrote is correct, asking for line #'s, evaluation of evidence, etc. After three minutes, BLUE has two minutes on same issue. • Continue process, then switch • De-briefing session where students share their consensus statements 	<p>Students will fill out the BACK of their chart page based on information provided by their assigned pair.</p> <ul style="list-style-type: none"> • Students will ask for clarification using accountable talk • After sharing, groups must create an ALTHOUGH consensus statement. For this statement, groups must first come to an agreement on their answer to the question: Should the Cherokee people be forced to move from Georgia? After agreeing, group must create an ALTHOUGH statement that acknowledges reason from opposite claim but is countered with their best reason. (Ex. Although some people signed the Treaty of Etocha, the fact that the elected government of the Cherokee people did

		not invalidates the Treaty.
1 days	Day Five: Writing- Students must individually complete a one-paragraph response to the prompt, using the evidence they felt was most compelling.	Students will write their paragraph

Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.

Forcing the Cherokee people to move from Georgia is both unfair and unconstitutional; therefore the Cherokee should be allowed to stay in Georgia. The Cherokee people had lived in present-day Georgia longer than the Europeans, and had developed a civilized nation that included a written language, a formal government, and a structured society (lines 3-10). As if the fact the natives were there first was not enough, the Cherokee people then went to great lengths to adopt the lifestyle of the whites. These factors combined make it completely unreasonable to expect them to leave Georgia. In addition, in Worcester v. Georgia, the Supreme Court stated that Georgia could not remove the Cherokee people (lines 16-22). Our constitution clearly states that the President's job is to enforce the law; in this case President Jackson needs to make sure the state of Georgia is not allowed to force the Cherokee to leave. In the end, Indian Removal has already been shown to be an inefficient and ineffective policy, as such, it needs to be stopped.

Name _____ Period _____

Indian Removal Argumentative Paragraph:

Directions: Based on the STRUCTURED-ACADEMIC CONTROVERSY, fill out the following graphic organizer

Question: Should the Cherokee people be forced to move from Georgia?

Paragraph Outline (5 points for completion, one per section)

Claim (your answer): Forcing the Cherokee people to move from Georgia is both unfair and unconstitutional, therefore the Cherokee should be allowed to stay in Georgia.

Evidence #1 (Line #'s3-10): The Cherokee people had lived in present-day Georgia longer than the Europeans, and had developed a civilized nation that included a written language, a formal government, and a structured society.

Reasoning (STOP and explain how it relates the above evidence relates to claim): As if the fact the natives were there first was not enough, the Cherokee people then went to great lengths to adopt the lifestyle of the whites. These factors combined make it completely unreasonable to expect them to leave Georgia.

Evidence #2 (Line #'s 16-22): As if this was not enough, in Worcester v. Georgia, the Supreme Court stated that Georgia could not remove the Cherokee people.

Reasoning (STOP and explain how it relates the above evidence relates to claim): Our constitution clearly states that the President's job is to enforce the law; in this case President Jackson needs to make sure the state of Georgia is not allowed to force the Cherokee to leave.

Sentence that sums up paragraph: In the end, Indian Removal has already been shown to be an inefficient and ineffective policy, as such, it needs to be stopped.

Final Paragraph (20 points total 4 pts for underlined claim, 4 pts for evidence with line #'s, 4 pts for reasoning)

Forcing the Cherokee people to move from Georgia is both unfair and unconstitutional; therefore the Cherokee should be allowed to stay in Georgia. The Cherokee people had lived in present-day Georgia longer than the Europeans, and had developed a civilized nation that included a written language, a formal government, and a structured society (lines 3-10). As if the fact the natives were there first was not enough, the Cherokee people then went to great lengths to adopt the lifestyle of the whites. These factors combined make it completely unreasonable to expect them to leave Georgia. In addition, in Worcester v. Georgia, the Supreme Court stated that Georgia could not remove the Cherokee people (lines 16-22). Our constitution clearly states that the President's job is to enforce the law; in this case President Jackson needs to make sure the state of Georgia is not allowed to force the Cherokee to leave. In the end, Indian Removal has already been shown to be an inefficient and ineffective policy, as such, it needs to be stopped.

Indian Removal: A Structured-Academic Controversy

Background: In 1803, the U.S. acquired the Louisiana Territory. After the War of 1812, most of the Indian tribes in the northern part of the U.S. were re-settled in part of Louisiana called Indian Territory. In 1830, the Indian Removal Act was passed, it gave the President the power to negotiate treaties with the Indian tribes in the southern part of the U.S. that would resettle them in Indian Territory. By 1835, all but the Cherokees had signed such treaties and moved. In that year, some Cherokee signed the Treaty of New Etocha, agreeing to move. More than 90% of the Cherokee, however, refused to go.

1 **Move the Cherokee to Indian Territory**

2 **By "Jack Andrews"**

3 The Cherokee who are not willing to live under the
4 Georgia law must move to Indian Territory. If they
5 will not go peacefully, we must send the U.S. Army
6 to move them.

7 Why is this so controversial? Their leaders already
8 signed the Treaty of New Etocha in which they
9 agreed to move.

10 We should also remember that these Indians have
11 waged war on America since 1775. Let's not forget
12 what they did during the American Revolution and
13 the War of 1812. In 1776, the Cherokees ravaged
14 American settlements in North and South Carolina,
15 killing men, women, and children. In many cases
16 their victims were scalped alive and even burned at
17 burned at the stake.

18 In one incident during the War of 1812, the Creek
19 Indians massacred more than 300 men, women,
20 and children when they captured Fort Mims in
21 Alabama. Now, the Indians of the southwest want
22 to be treated like their side won those wars.

23 Given this history, the U.S. government is being very
24 generous. It set aside more than 70,000 square
25 miles of land in Louisiana Territory for Indians. This
26 is bigger than the entire state of Georgia. It is
27 estimated that there are no more than 50,000

28 Indians in the southwest, which represents more
29 than one square mile per person. And, it is good
30 land, on the banks of two major rivers that join the
31 Mississippi River.

32 The Choctaw, Creek and Chickasaw agreed to
33 treaties and moved years ago. In fact, the
34 Chickasaw kept most of their personal property,
35 including their horses, and earned money from the
36 sale of their old land even though the U.S.
37 government gave them the new land for free. The
38 Cherokee also received a good deal. Not only were
39 they given the land in Indian Territory for free, but
40 they also were given \$5,000,000.

41 It is also important to note that those who do not
42 want to go are allowed to stay. They must simply be
43 willing to live under the laws of Georgia or move to
44 another state and live under its laws.

45 Some argue that we should allow the Cherokee who
46 want to stay behind to continue to govern
47 themselves. But this ignores reality. The people of
48 Georgia will eventually take the Cherokee land by
49 force. This may be wrong; but is the U.S.
50 government really going to risk a civil war to protect
51 the land of a people who have been our enemies in
52 two wars?

53 The solution that is most beneficial to the
54 Cherokees who want to live under their own
55 government is to move them to land west of the
56 Mississippi River.

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1 **Allow the Cherokee to stay**

2 **By "Joan Marshall"**

3 The Cherokee lived in what is now northern Georgia
4 more than one hundred years before the Georgians
5 arrived. They created a real nation with its own
6 written language, printing press and newspaper.
7 They have a productive agricultural economy, with
8 an iron working industry. And, they have a
9 government modeled after the U.S. with a written
10 constitution and elections.

11 The Cherokee do not want to move. And, who can
12 blame them? The Choctaw and Creek were treated
13 horrendously when they moved to the Indian
14 territory. Their horses were stolen and hundreds
15 died from disease and malnutrition on the journey.

16 In case of Worcester v. Georgia (1832), the U.S.
17 Supreme Court ruled that the state of Georgia
18 couldn't force the Cherokee off of their land.
19 President Jackson should uphold the Constitution
20 and the treaties signed between the U.S. and the
21 Cherokee. He should send U.S. troops to prevent
22 Georgians from taking Cherokee land.

23 The argument that such actions would risk civil war
24 is nonsense. Three years ago, South Carolina
25 threatened to secede because the U.S. government

26 passed a tariff that South Carolina considered too
27 high. President Jackson did not back down because
28 he was afraid South Carolina might secede. He
29 threatened to send troops to enforce the law. You
30 can't let bad people blackmail good people.

31 It is also ridiculous to make the Cherokee leave
32 because they supported Britain during the
33 Revolutionary War. America has an abysmal record
34 in dealing with Native Americans. We have broken
35 treaties and cheated them in trades. Who can
36 blame some of them for helping the British? Even
37 more important, the Revolution was more than 60
38 years ago. Few, if any Cherokees who fought then
39 are alive today. And, the Cherokee actually fought
40 on the side of the U.S. during the War of 1812. In
41 fact, several were commissioned as officers in the
42 U.S. Army during that war.

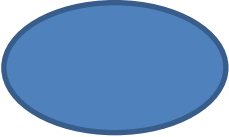
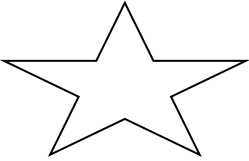
43 Finally, it is silly to make them leave because a few
44 chiefs signed the Treaty of New Etocha. The
45 legitimate, elected government did not sign that
46 treaty. How would Americans react if a couple
47 hundred people signed a treaty giving the country
48 away to Mexico for \$5,000,000? The fact that less
49 than 10% of the Cherokee have moved to Indian
50 Territory shows how little support the Treaty has.

51 The right thing to do is not always the popular thing
52 to do. In this case, defending the Cherokee is the
53 right thing to do.



HUDDLE UP SUPERHEROS! IT'S TIME TO SUPER-ANNOTATE! THE ANNOTATOR!

USE THIS DOCUMENT AS YOU READ THE INDUSTRY ARTICLE

	<p>Circle words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins. Look up and write a synonym for words you cannot guess using context clues.</p>
?	<p>Consider this the "huh, what?" section. Put a ? next to areas where you say, "huh, what?" and write a brief description of your inference (educated guess) in the margin.</p>
<u>UNDERLINE</u>	<p>Underline the AUTHOR's MINI-CLAIMS</p>
	<p>Place a STAR next to each piece of EVIDENCE that supports the mini-claim (just at the beginning of the sentence)</p>
1-3	<p>EVALUATE (judge) each REASON (each body paragraph), a 1 is given if the paragraph convinces you with excellent evidence, a 2 if the evidence is kind of convincing, and a 3 if you feel the author failed to convince you at all!</p>

Name _____

Westward Expansion Structured Academic Controversy

BLUE PAGES

Directions: With your group, go through the document, following these steps:

Question: Should the Cherokee people be forced to move from Georgia?

Step One: Annotate the document paragraph by paragraph!

-Summarize the main idea of the BACKGROUND information:

-Based on the title, what is the author's CLAIM (question is should the Cherokee people be forced to move from Georgia)?

Step two Body paragraphs: What did the author say about each issue, and what evidence was given?

ISSUE	What REASON(S) are given to support claim	What EVIDENCE is given to support claim? Rate the issue on a 1-3 scale, with 1 being VERY CONVINCING
Staying in Georgia		
Other tribes (Choctaw, Creek, Chickasaw)		
Treaty of Etocha		
Idea of Civil War		

What is the author's COUNTER-claim (where they talk about what the OTHER side would say)?

How effective is the last sentence? Why?

Structured-academic controversy:

Should the Cherokee people be forced to move from Georgia?

Reason: Staying in Georgia	Staying in Georgia Evidence with evaluation:
Reason: Other Tribes	Other Tribes Evidence with evaluation::
Reason: Treaty of Etocha	Treaty of Etocha Evidence with evaluation:
Reason: Civil War	Civil War Evidence with evaluation:

Questions: _____

Consensus: As a group, come up with a **CONSENSUS STATEMENT** about the central question: Should the Cherokee people be forced to from Georgia (must say **ALTHOUGH**): _____

Name _____

Westward Expansion Structured Academic Controversy

YELLOW PAGES

Directions: With your group, go through the document, following these steps:

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