

1 **Andrew Jackson's Speech To Congress On Indian Removal (excerpted)**
2 President Andrew Jackson
3 December 6, 1830

4
5 It gives me pleasure to announce to Congress that the benevolent **policy**
6 of the Government, steadily **pursued** for nearly thirty years, in **relation** to
7 the removal of the Indians beyond the white settlements is approaching to
8 a happy consummation. Two important tribes have accepted the
9 **provision** made for their removal at the last session of Congress, and it is
10 believed that their example will **induce** the remaining tribes also to seek
11 the same obvious advantages.

12 ...
13 What good man would prefer a country covered with forests and **ranged**
14 by a few thousand **savages** to our extensive **Republic**, **studded** with cities,
15 town, and prosperous farms **embellished** with all the improvements which
16 art can **devise** or **industry execute**, occupied by more than 12,000,000
17 happy people, and filled with all the blessings of liberty, civilization and
18 religion?

19
20 The present policy of the Government is but a continuation of the same
21 **progressive** change by a milder process. The tribes which occupied the
22 countries now **constituting** the Eastern States were annihilated or have
23 melted away to make room for the whites. The waves of population and
24 civilization are rolling to the westward, and we now propose to **acquire** the
25 countries occupied by the **red men** of the South and West by a fair
26 exchange, and, at the expense of the United States, to send them to land
27 where their existence may be **prolonged** and perhaps made perpetual.

28 ...
29 Rightly considered, the policy of the General Government toward the red
30 man is not only **liberal**, but **generous**. He is unwilling to **submit** to the
31 laws of the States and **mingle** with their population. To save him from
32 this alternative, or perhaps utter annihilation, the General Government
33 kindly offers him a new home, and proposes to pay the whole expense of
34 his removal and settlement.

well-meaning

end; completion

destroyed

on-going

35 Letter from Chief John Ross of the Cherokee Nation, "To the Senate and House of
36 Representatives (excerpted)
37 Chief John Ross of the Cherokee Nation
38 September 28, 1836

39
40 It is well known that for a number of years past we have been **harassed**
41 by a series of vexations, which it is deemed unnecessary to **recite** in
42 detail, but the evidence of which our **delegation** will be prepared to
43 **furnish**. With a view to bringing our troubles to a close, a delegation
44 was appointed on the 23rd of October, 1835, by the General Council of
45 the nation, **clothed** with full powers to enter into arrangements with the
46 Government of the United States, for the final adjustment of all our
47 existing difficulties.

48
49 By the **stipulations** of this **instrument**, we are **despoiled** of our private
50 possessions, the indefeasible property of individuals. We are **stripped**
51 of every **attribute** of freedom and eligibility for legal self-defense. Our
52 property may be **plundered** before our eyes; violence may be
53 committed on our persons; even our lives may be taken away, and there
54 is none to regard our complaints. We are **denationalized**; we are
55 **disfranchised**. We are **deprived** of membership in the human family!
56 We have neither land nor home, nor resting place that can be called our
57 own. And this is affected by the provisions of a **compact** which assumes
58 the venereal, the sacred appellation of **treaty**.

59 ...

60
61 We are overwhelmed! Our hearts are sickened, our **utterance** is
62 paralyzed, when we reflect on the condition in which we are placed, by
63 the audacious practices of **unprincipled** men.

64
65 ...And, therefore, we, the parties to be affected by the result, **appeal** with
66 confidence to the justice, the magnanimity, the compassion, of your
67 honorable bodies, against the enforcement, on us, of the provisions of a
68 compact, in the formation of which we have had no agency.

serious problems

cannot be taken away or
made void

regard with respect / name

willing to take risks

generosity

agreement / control; power

Teacher's Guide

Name of Text: **Document 1: Andrew Jackson's Speech to Congress on Indian Removal, December 6, 1830**

Document 2: Letter from Chief John Ross of the Cherokee Nation, "To the Senate and House of Representatives" September 28, 1836

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CCSS: RH.6-8.1, RH.6-8.2, RH.6.4, RH.6.6, RH.6-8.10; WHST.6-8.1, WHST.6-8.4, WHST.6-8.9; SL.7.1; L.7.1, L.7.2, L.7.4

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
<p>In Document 1, who is the author and whom does the speech address?</p> <p>In Document 2, who is the author and whom does the speech address?</p>	<p>Document 1: President Andrew Jackson and the speech is addressed to the US Congress (lines 1,2)</p> <p>Document 2: Chief John Ross of the Cherokee Nation is the author. The audience is the Senate and House of Representatives (Congress) and the American public. (lines 36-38)</p> <p><i>We want students to understand who wrote the documents and who the audience was for those documents.</i></p>
<p>Jackson states that things are coming to a happy consummation or end. What are those things that are being consummated?</p>	<p>The removal of the Indians from white settlements (lines 7, 9-11)</p> <p><i>Students should understand what is being asked of Congress. What laws or policies is Andrew Jackson asking them to make regarding Native Americans?</i></p>
<p>How many tribes have accepted the policy of the Government and why does Jackson believe they complied with the policy?</p>	<p>Two tribes have accepted the policy (line 8). He suggests there are "obvious advantages" to accepting the policy (lines 10-11)</p>

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
<p>Jackson claims that removing “savages” from the Republic will have benefits. What are these benefits?</p>	<p>Cities, towns, prosperous farms, and societal improvements like art and industry will develop in the republic. Twelve million people will be positively impacted with liberty, civilization, and religion. (Lines 13-18)</p> <p><i>Andrew Jackson is making the argument that removal of the Indians would be highly beneficial to the development of the republic. White civilization is superior and more desirable and more favorable than Native American culture.</i></p>
<p>According to Jackson, to whom does the benefits of civilization belong?</p>	<p>Good men (line 13) Government (line 6) The Extensive Republic (line 14) 12 million happy people (line 17)</p> <p><i>Students should recognize the distinction between who does and who does not belong inside of the republic</i></p>
<p>What can you infer about savages in lines 13 and 14?</p>	<p>Savages would prefer a country covered by forests. Since Jackson is advocating for their removal by describing the benefits, one can infer that savages don’t value liberty, civilization (cities, towns, farms, industry) and religion.</p>
<p>What happened to the tribes that were originally located in the Eastern United States?</p>	<p>They were annihilated or melted away to make room for white settlers (lines 21-23).</p>
<p>What does Jackson propose doing with tribes that occupy the South and Western part of the Republic?</p>	<p>He proposes sending “them to a land where their existence may be prolonged and perhaps made perpetual.” (lines 25-27)</p>

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
<p>Why would Jackson’s policy be a “milder process?” What evidence does Jackson use to support his claim that removal is “generous?”</p>	<p>The tribes would be saved from annihilation (line 22) It would be a fair exchange (line 26) at the expense of the US (line 26) Their existence would be prolonged and perpetual (line 27) The Government generous and liberal (line 31) The Government paying the expense for removal (line 33-34)</p>
<p>What length of time has passed between Ross’s speech and Jackson’s speech?</p>	<p>Six years has passed (lines 3 and 39)</p>
<p>In October of 1835, The General Council met with the US Government. Why did they meet?</p>	<p>For the final adjustment of all our existing difficulties (lines 47-48) To bring our troubles to a close (line 44)</p>
<p>What are the troubles and existing difficulties that Ross describes?</p>	<p>Despoiled of our private possessions and property of individuals; stripped of freedom and legal self-defense; violence committed; denationalized; disenfranchised; deprived of membership in the human family; they have not home to call their own; and the treaty is suspect (lines 50-59).</p>
<p>Audacious can mean reckless. What are Jackson and the Government doing that Ross sees as “audacious?”</p>	<p>Removal and settlement (line 34)</p> <p>Indian rights, possessions, and land have been taken away in a manner that disregards the Native American’s humanity and dishonors a former relationship as allies/friends.</p> <p><i>Students should recognize the significance of this statement in understanding the magnitude of the concerns and perceptions of the Native American people.</i></p>

Text Dependent Questions	Teacher Notes and Possible Textual Evidence For Student Answers
<p>It is six years later. What qualities or attributes of the 1836 Congress does Ross hope will guide them when making their decision?</p>	<p>Justice, honor, compassion, magnanimity, generosity (lines 67-68)</p>
<p>In line #46, what does the word “clothed” mean?</p>	<p>Equipped; given full authority</p> <p><i>This is an academic vocabulary word that has a different meaning in this text. Students should be able to determine and understand the meaning of the word as it is used in this context.</i></p>
<p>What is the tone of each text? What words or phrases support your answer?</p>	<p>Document 1: Persuasive – Attempt to convince Congress (and public) that this is the correct course of action. (Some evidence includes lines 8 [obvious advantages], 14[blessings of liberty], 16-17 [progressive change by milder process], 25 [liberal, but generous]).</p> <p>Document 2: Pleading, desperate. Chief John Ross sounds distressed and disheartened. (Some evidence includes lines 34 [harassed], 42-48 [despoiled of private possessions, stripped of every attribute of freedom, denationalized, disenfranchised, etc.], 52 [overwhelmed, sickened, utterance is paralyzed]). Chief Ross’ speech is very emotionally charged as evidenced by language, style and punctuation.</p> <p><i>Students should be able to determine from the language of each speaker their feelings, attitudes, motivations and opinions and recognize that these documents represent opposite views of the same issue. Jackson encourages Indian removal and Chief Ross is against it. Each document is very different in tone and perspective.</i></p>
<p>What statements in <i>Jackson’s</i> speech support Chief John Ross’ argument? Cite evidence from the text that supports your answer.</p>	<p>Jackson, himself, provides reasons for removal that support Indian concerns. Some inferred answers from Jackson include lines 18-19 [tribes were annihilated or melted away], 20 [we propose to acquire the countries...], 22 [their existence may be prolonged and perhaps made perpetual], 26-27 [to save him from this alternative, perhaps utter annihilation]).</p> <p><i>Students should recognize the threatening language and implied message that are embedded in what appears to be an encouraging and concerned speech by Jackson.</i></p>

Vocabulary

These words merit <u>LESS</u> time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students.)			These words merit <u>MORE</u> time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with.)		
Line #	Word	Definition	Line #	Word	Definition
5	Policy	A set of rules or a plan that is used as a guide for action	6	Relation	Connection
6	Pursued	To follow in order to reach or catch; chase	10	Induce	To persuade or influence, as to a course of action
9	Provision	The act of preparing and planning ahead for future needs	13	Ranged	To roam; wander
14	Savages	A group of people who are not thought to be civilized.	16	Execute	To put into actions; carry out
14	Republic	A nation in which those who make the laws and run the government are elected by the people	21	Progressive	In favor of social progress or change
14	Studded	To be scattered over	27	Prolonged	To make last longer
15	Embellished	To improve by, or as though by, decorations	30	Liberal	Open to new behaviors or opinions
16	Devise	To invent or think out	30	Submit	To give into the will or power of another
16	Industry	Hard work	41	Harassed	To trouble or bother again and again
22	Constituting	To form or make up	44	Furnish	To supply or provide
24	Acquire	To get or come to have as one's own			
25	Red men	(slang) An offensive term used to mean Native Americans	50	Stipulations	Something required as part of an agreement
30	Generous	Willing to give or share; not selfish	50	Instrument	A legal document
31	Mingle	To come together or join with other people	50	Despoiled	To forcefully take belongings or goods from
42	Recite	To list in detail	51	Stripped	To take away from
43	Delegation	A group of people chosen to speak or act for others	58	Compact	An agreement between people or groups

52	Attribute	A characteristic or quality	59	Treaty	A formal agreement between two or more countries/groups
53	Plundered	To steal from by force	64	Unprincipled	Without regard to moral principles, or lacking the usual moral standards
55	Denationalized	To deprive of the status of sovereign nation	66	Appeal	An earnest request for help
55	Disfranchised	To deprive a right or privilege			
56	Deprived	To take away from; not allow to have			
62	Utterance	Something spoken or cried out			

Writing Prompt:

Using evidence from both texts, compare and contrast each speaker’s view regarding Native Americans, assimilation of Natives into white culture and society, and the coexistence of white and Native Americans in the United States.

Checklist identifying key points that will assist in measuring student success and/or difficulty with the close reading and/or writing prompt.

1. Write a claim that defends a position.
2. Write in a formal style.
3. Support the claim with reasoning and relevant evidence that supports the claim using cohesive words and phrases.
4. Find 3 pieces of evidence that support the claim. Use complete sentences and cite specific textual evidence that supports the claim. Evidence should be cited correctly. Include the line number from the text at the end of the quote or citation (lines 3-4).
5. Provide a concluding statement that supports the argument and ties the paragraph together.

Sample Student Outline (as guideline for students and teacher):

- I. Introduction

- A. State of the relationship between whites and Native Americans
 - B. Thesis: Although both Jackson and Ross realized they needed to work out the relationship between whites and Native Americans, they had very different ideas about Natives, assimilation, and how to solve their problem of coexistence.
- II. Body Paragraph #1: views about Native Americans
- A. Evidence #1 from Jackson
 - B. Evidence #2 from Jackson
 - i. Summarize Jackson's point of view re: Native Americans
 - C. Evidence #1 from Ross
 - D. Evidence #2 from Ross
 - i. Summarize Ross's point of view re: Native Americans
- III. Body Paragraph #2: views on Assimilation
- A. Evidence #1 from Jackson
 - B. Evidence #2 from Jackson
 - i. Summarize Jackson's point of view re: assimilation
 - C. Evidence #1 from Ross
 - D. Evidence #2 from Ross
 - i. Summarize Ross's point of view re: assimilation
- IV. Body Paragraph #3: Proposed Solution
- A. Jackson's proposed plan -removal
 - B. Ross's proposed plan - assimilation
 - C. Commentary on pros/cons of each plan
- V. Conclusion