

Indian Removal of the 1800s: The Road to the Trail of Tears

Course: *Adv. or Inter. ELLs, Social Studies*

Teacher: *MLE Davis*

Dates of Unit: *Dec. 2013*

Stage 1: Desired Results

UNIT GOAL/FOCUS:

Students will be able to describe the basic facts regarding Indian Removal at the start of the 1800s and the Trail of Tears in 1838-9. They will be able to explain some of the factors involved, and the names and roles of key players. Through reading primary source documents and reviewing images, students will be able to understand and express some of the emotional and physical hardships endured during this period of conflict between the Native Americans and European settlers.

COMMON CORE LEARNING STANDARDS:

- RH 9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH 9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH 9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

ESSENTIAL/FOCUS QUESTION(S):

- How can we share space and resources, even when that space and those resources are limited or threatened?
- When people live together, some degree of assimilation is expected. At what point does the “other” stop being other?
- Is there anything the Cherokees could have done to stay on their land?

CONTENT OBJECTIVES:

- Students will be able to describe how Native Americans of “the five civilized tribes” had assimilated to European settler culture by the 1800s
- Students will be able to explain the stresses that led to increased pressure to remove the Native Americans from their lands
- Students will be able to recount the story of the Trail of Tears, including time, place, length of travel, and people involved

SKILLS/STRATEGIES OBJECTIVES:

- Students will be able to differentiate between primary and secondary sources, and compare the information found in each
- Students will be able to identify the author’s main argument and reasons within a primary source
- Students will be able to identify and recreate the format of the primary source documents (letters), including writing for a specific audience and purpose

LANGUAGE OBJECTIVES & VOCABULARY:

Exact vocabulary chosen depends on the class. Certainly discussion will be given to words like **tribe, chief, treaty, civilization, civilized, assimilation**. In reading and in writing, students will focus on targeting language for a specific audience and purpose. Students will consider the language of the letter as a specific genre.

Stage 2: Assessment Evidence

END OF UNIT ASSESSMENT/ PERFORMANCE TASK:	END OF UNIT STUDENT SELF-ASSESSMENT/REFLECTION:
<p>Students will demonstrate understanding of the facts and emotions associated with the trail of tears by writing a letter either:</p> <ul style="list-style-type: none"> (a) Describing the journey through (imagined) first person Native American in exile. (b) Argue against the forced removal of the Native American tribes <p>Both projects allow students to synthesizing details from multiple sources to create their own narrative. Using the hypothetical first-person perspective allows students to consider the situation of those involved from a more personal and emotional position.</p>	<p>Students will use a rubric to review their own letters and letters of three peers in the class.</p> <p>Students will present their letters to the class and provide a list of sources that helped them capture the details.</p>

Stage 3: Learning Plan

TEXTS:
<ul style="list-style-type: none"> • Variety of social studies textbooks at a variety of levels • Letter from Tecumseh to Governor Harrison, 1810 (http://www.bartleby.com/268/8/4.html) • Brainpop video on <i>The Trail of Tears</i>, and associated activities (as needed) • Letter from Chief John Ross to Congress, 1836 (http://historymatters.gmu.edu/d/6598/) • John G. Burnett’s letter to his grandchildren, recounting his involvement along the Trail of Tears, 1890 (http://www.cherokee.org/AboutTheNation/History/TrailofTears/JohnBurnettsStoryoftheTrailofTears.aspx) • Images and maps from basic internet search.
RESOURCES & MATERIALS:
<p>See text list above. Students will create graphic organizers to keep notes on the details of the Trail of Tears (who what where when why), and create a T-chart of notes on ways in which the Cherokee assimilated.</p>
TECHNOLOGY INTEGRATION:
<p>The video and images will be displayed using a smartboard or projector.</p> <p>Final letters will be typed.</p>
DIFFERENTIATION:
<p>The secondary source textbooks will be at different levels; the teacher can make sure that each student works with an easier or more challenging text, as needed.</p> <p>Groups will work together with the more challenging texts. Although this is not “differentiation”, the grouping will allow students to sound out their understandings of challenging texts to the small group before risking misunderstandings with the big group.</p> <p>The choice involved in the final product allows for some differentiation. Although the product is in all cases a written letter, the documents students may borrow from allow for different levels of difficulty in planning and writing.</p>

Note: It is important that this lesson be taught at a point where students know some of the context and background.