

## LESSON PLAN 02 (LP.02)

**UNIT PLAN ID:** Pre-Removal Era

**LESSON TITLE:** The Cherokee Nation

**GRADE LEVEL:** 9<sup>th</sup> Grade    **SUBJECT:** History    **TIME ALLOTTED:** 60 min

**UNIT LEARNING GOAL:** To provide students with details about the formation and development of the Cherokee Nation in the latter part of the 1700s and into the early 1800s.

### **SPECIFIC LESSON OBJECTIVES:**

Students will learn about the origin and development of the Cherokee Nation in terms of historical details as well as the political structures that governed the tribe pre-removal. The contrast between the Cherokee system of government in this era to the one pioneered by the United States will be another lesson objective.

### **ALIGNMENT OF LESSON OBJECTIVES TO STATE (& NATIONAL) STANDARDS:**

Process and Literacy Standard 1: A, B, C    Process and Literacy Standard 2: A, B, C

### **LESSON ASSESSMENT**

1. Pre-Assessment of Student Knowledge & Skills  
The teacher will give an oral quiz to the students over various significant details related to the development of the Cherokee Nation. The quiz will cover important individuals, significant dates, and process related concepts.
2. Post Assessment  
Students will work on an in-class essay assignment guided by the teacher over how the Cherokee Nation came into being.

### **INSTRUCTIONAL DESIGN**

#### **1. Introduction:**

Students will explore how Cherokee people moved away from their political system with semi-autonomous villages to a centralized government that became the “Cherokee Nation.” This exploration will go beyond historical details as students must also grasp and articulate the parallels and differences of the Cherokee political system in its pre-Cherokee Nation form, its culmination in terms of its 1827 constitutional form, and the U.S. federal system.

#### **2. Instructional Procedures**

Students will learn about the creation of the Cherokee Nation through a lecture-discussion format as well as through an out of class reading-writing assignment that requires student research. The reading-writing assignment emphasizes analytical as well as critical thinking skills.

**A. Guided Practice:**

Through the lecture-discussion, the teacher will outline important details about how the Cherokee Nation came to be. During this lecture, students will be called upon to provide analytical as well as processual insight(s) to the presented content.

**B. Independent Practice:**

Utilizing the two assigned articles in addition to the information presented during the lecture-discussion, students will craft a PowerPoint presentation (based on a template designed by the teacher) that targets the core points of the lesson.

**3. Closure/Summary**

The teacher concludes the lesson by giving a brief overview on the origin of the Cherokee Nation and the system of government established by the Cherokee people. This conclusion also includes statements about the relationship between the Cherokee Nation, the U.S. government, and the states.

**RESOURCES AND MATERIALS**

*Reading 1:* “Chapter 2: ‘Civilizing’ the Cherokees” by Theda Perdue

*Reading 2:* “From Clan to Court: Development of Cherokee Law” by Rennard Strickland

*Figures:* Maps of Cherokee Nation Lands Pre-Removal

*PowerPoint File:* Cherokee Nationhood