

## LESSON PLAN 03 (LP.03)

**UNIT PLAN ID:** Cherokee Removal

**LESSON TITLE:** Cherokee Life During Removal Era

**GRADE LEVEL:** 9<sup>th</sup> Grade

**SUBJECT:** History

**TIME ALLOTTED:** 60 min

**UNIT LEARNING GOAL:** To explore Cherokee life during the time of removal, the Cherokee removal itself, and the aftermath of removal.

### **SPECIFIC LESSON OBJECTIVES:**

In this lesson, students will examine Cherokee life in the 1800s leading up to the Removal Crisis in the 1830s. As part of this examination, students will explore the transitioning and diversification that occurred in these formative years, an era marked by the noted development towards “civilization.”

### **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  
Students will be pre-assessed by writing a brief essay on Cherokee life in the time period of 1800 to 1830. They will be asked to specifically comment on Cherokee “progress” in terms of laws and government, religious changes, changes to village life, and social diversity brought about by intermarriage.
2. Post Assessment  
Students will develop, as a group, a model of a typical Cherokee village/town in the early 1800s. This model will then be presented to the teacher with each student responsible for commenting on the various aspects of Cherokee life as indicated in the village. As part of this presentation, students will offer details as to how this “new” village contrasted and compared with Cherokee life prior to 1800.

### **INSTRUCTIONAL DESIGN**

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

A review of Cherokee life prior to 1800 will be presented first, followed by an examination of how Cherokee life both changed and remained the same in the early part of the 1800s. The specific themes of “progress” and “civilization” will be explored in this process with an emphasis on how Cherokees adapted socially to new and altered circumstances locally and governmentally. Attention will be given to understanding how Cherokee life was influenced by American mores and values as well as how Cherokees retained and adapted their historic social concepts.

## 2. **Instructional Procedures**

Students will learn about the adaptations, new concepts, and retained values in Cherokee life by enacting specific roles (chosen by the teacher for each student) seen in the Cherokee village in this time period. Each student will be given a sheet that explains their person in terms of their characteristics. They will be called upon to demonstrate through action how their person would have responded in certain scenarios along with explaining these actions. They will also contrast how these actions would have been similar and/or different prior to 1800.

As a final instructional procedure, students will have an out-of-class reading assignment that requires them to answer questions related to the readings in short answer form.

### A. **Guided Practice:**

While students are going over their specific roles, the teacher will spend a few minutes with each student on the character they are demonstrating. When students are presenting their individual characters, the teacher will provide additional content and feedback to the student as well as the whole class. Key concepts will be given by the teacher at the end of class.

### B. **Independent Practice:**

Utilizing the two assigned articles in addition to the information presented during the character enactments, students will answer questions that deal with the key points in the lesson. Answers will be in short-answer form.

## 3. **Closure/Summary**

The teacher will conclude the lesson by giving a brief lecture on the specific adaptations that Cherokee people made socially, religiously, and politically during the time period of 1800 to 1830.

## **RESOURCES AND MATERIALS**

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

*Reading 2:* “Rethinking Cherokee Acculturation, 1800-1838” by Wilma Dunaway

*Figures:* Maps of Cherokee Nation circa 1828

*PowerPoint File:* Cherokee Life in the Era of Removal