

LESSON PLAN 04 (LP.04)

UNIT PLAN ID: Cherokee Removal

LESSON TITLE: Path to Removal

GRADE LEVEL: 9th 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:

Students examine how Cherokees reacted to the US policy of Indian Removal as it took shape in the 1800s. As part of this examination, students will critically explore the various arguments made in support and in objection to Indian Removal with an emphasis on Cherokee perspectives to the debates.

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 through a short-answer quiz that includes both content as well as analytical questions related to U.S. Indian Removal policy and how Cherokee people reacted to it.
2. Post Assessment
The post-assessment will be done in two parts for this lesson. The first requires students to draft a letter to the “Cherokee Nation” arguing for their removal based upon the arguments students learned in class and as part of their reading assignments. This letter should provide some rationale as to the benefits for removal. The second part of the assessment will be for the students to take the perspective of a Cherokee person from this time period and to discuss the idea of removal with each other. The students should come to an agreement on the topic which they then present to the instructor. The students must argue and defend their case to the instructor who will critique the students’ decision.

INSTRUCTIONAL DESIGN

1. Introduction:

Information on the origin and evolution of US Indian Removal policy will be presented to students with reference to particular people, times, and concepts. This information will be countered with Cherokee perspectives on their opposition to this policy along with details on how Cherokees organized political and social structures to best voice and present their perspectives to the US in both legal and moral terms.

2. **Instructional Procedures**

The basic information will be presented to students in a lecture-discussion format with time spent in open-classroom discussion on the arguments that framed the Indian Removal policy and the manner in which Cherokees opposed it.

As a final instructional procedure, students utilize an out-of-class reading assignment that requires them to critically respond to US Indian Removal Policy with a short essay that outlines how Cherokees reacted to this idea and why they would have opposed removal.

A. **Guided Practice:**

The teacher will present key concepts related to how US Indian Removal Policy came about as well as how and why Cherokees reacted to it. This will be covered through lecture with core ideas being openly discussed in class to ensure students grasp the basic points.

B. **Independent Practice:**

By using the materials presented in class and the assigned out-of-class readings, students each draft a letter that provides a rationale for US Indian Removal Policy. Students then take a letter written by another student from class which they respond to from a Cherokee perspective.

3. **Closure/Summary**

The lesson concludes with the in-class exercise of the students arguing their point(s) to the teacher on US Indian Removal Policy. The teacher responds to the students both individually and collectively based on the case made by the students. Points and ideas overlooked or lacking will be highlighted in this exercise.

RESOURCES AND MATERIALS

Reading 1: “Chapter 3: Indian Removal Policy” by Theda Perdue

Reading 2: “Cherokee Society Under the Stress of Removal, 1820-1846” by Oliver Knight

Figures: Timeline of Removal Policy Concepts

PowerPoint File: Indian Removal Policy and Cherokee Nationalism