

## LESSON PLAN 05 (LP.05)

**UNIT PLAN ID:** Cherokee Removal

**LESSON TITLE:** Cherokee Factionalism

**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:**

Students explore Cherokee political and social reactions to the removal crisis in the latter 1820s and early 1830s as they lead to the signing of the Treaty of New Echota in 1835. Students will be able to illustrate and explain how Cherokee leaders first dissented then factionalized over removal with the ability to note and explain the differing perspectives of that time. The intersection of the US Federal System, the US Supreme Court, and the Cherokee Nation will also be addressed as key lesson objectives.

### **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 pre-assessment will consist of a series of images of various Cherokee leaders, Federal Officials, and important participants involved with the removal issue in the 1820s and 1830s where the students will be asked to identify the person in the image along with their position on the removal issue.

2. Post Assessment

Students will be shown the same images of the persons as in the pre-assessment and will be asked to provide the same information. In addition, students will also provide two short essays, one that explains the justification for removal, and one that explains the rationale for continued resistance to removal. They will also be asked to reflect on how they would have responded in those circumstances.

### **INSTRUCTIONAL DESIGN**

1. **Introduction:**

The teacher will give a brief lecture on the difficulties faced by Cherokees in the late 1820s and early 1830s followed by an examination of the key figures involved. This will set the stage for discussing actions by individuals and the Cherokee government in dealing with the removal issue. The role of the US Supreme Court will be examined as well as missionary involvement in the Cherokee cause.

## 2. **Instructional Procedures**

A lecture-discussion format will be used to provide the basic content for the lesson. Classroom dialogue will inform the presented content to ensure that students grasp and can utilize the information for future assignments. As part of this process, students will document the information they learn using a document template provided by the teacher.

As a final instructional procedure, an out-of-class reading will be assigned that also requires students to summarize and respond to the issues faced by the Cherokee leadership from 1825 to 1835. This assignment will be done in an essay type format.

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

The teacher will provide students with online resources related to the various individuals involved, and the teacher will review these in class. Lectures over the Supreme Court cases and their impact will be given with students being asked content and analytic based questions as part of the process.

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

Using materials covered in class, the online resources, and two assigned readings, students will develop two documents. The first document identifies those Cherokees who opposed making any agreement for removal and offers the basic reasons as to why they did so. The second document identifies those Cherokees who came to support removal and offers basic reasons as to why they argued for it.

## 3. **Closure/Summary**

The teacher provides a summary of the situation facing the Cherokee people and their government leading up to the Treaty of New Echota. Brief comment is made about the larger implications that resulted from the Cherokee cases made before the US Supreme Court as well as the ramifications those cases had on tribal sovereignty. The lesson closes with a PowerPoint slideshow review of the various people at the heart of the Cherokee removal crisis.

## **RESOURCES AND MATERIALS**

*Reading 1:* “Chapter 4: Resisting Removal” by Theda Perdue

*Reading 2:* “The Conflict Within: Cherokee Power Structure and Removal” by Theda Perdue

*Reading 3:* Cherokee Nation v Georgia, Worcester v Georgia, Supreme Court Cases

*Online Resources:* Available on Handout

*PowerPoint File:* Cherokee Factionalism