

LESSON PLAN 06 (LP.06)

UNIT PLAN ID: Cherokee Removal

LESSON TITLE: The Treaty of New Echota

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 explore the situation that led to the signing of the Treaty of New Echota. The articles of the treaty are examined and understood by the students in terms of its context to the Cherokee situation at that time.

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

For the pre-assessment of student knowledge and skills, a question and answer test will be administered that covers specific articles of the New Echota Treaty along with questions about various Cherokee leaders and their role in either supporting or objecting to the Treaty of New Echota and the removal policy. As part of the test, students will provide their own thoughts on both supporting removal as well as the anti-removal perspective.

2. Post Assessment

For the post assessment, students will enact a mock-treaty negotiation for removal with the same circumstances and parameters as with the Treaty of New Echota. The instructor will play the role of the federal negotiator while the students argue and address specific treaty stipulations. Key treaty points will be evaluated after the “treaty” has been made with comparisons made to the Treaty of New Echota.

INSTRUCTIONAL DESIGN

1. **Introduction:**

A lecture based introduction that provides context to the Treaty of New Echota will be given along with an outline of key participants in its signing as well as those who immediately opposed it. In this introduction, each student will be assigned a key figure involved and their task will be to research that person. In addition, students will be given a copy of the treaty which they will use in writing a brief overview of its important elements and conditions.

2. **Instructional Procedures**

Initial information will be given through lecture-discussion format. Students will be given a form that they will use in filling out information about various Cherokee leaders and the Treaty of New Echota. The teacher will assist the students in collecting and analyzing the details they need in completing their forms.

Three readings will be assigned that include supplemental questions that the instructor will cover with students as part of the instructional process.

A. **Guided Practice:**

The teacher will lead students in completing their forms by providing information through lecture, guided discussion, and constant feedback while students complete their work.

In terms of their reading assignments, the teacher will provide an example for in-class review of summarizing and analyzing a text. This explicit review will then be followed by students using a second text that they will summarize and analyze with immediate feedback and class discussion.

B. **Independent Practice:**

Following the directions given by the teacher, the students will research a key Cherokee figure related to the Treaty of New Echota. Their research will go into a pre-formatted template that will assist the student in organizing and presenting their work.

Students will take the written materials that have highlighted key points by both summarizing and analyzing elements of the texts. They will then utilize these portions for their treaty negotiations with the instructor.

3. **Closure/Summary**

The lesson closes with the students acting as Cherokee negotiators and the teacher serving as the federal negotiator in coming to terms for a removal treaty. Students will have access to their lesson materials as they make arguments for making the best treaty possible while ensuring to include as many necessary and foreseeable provisions. After the treaty has been “signed,” the instructor will review the process with the students.

RESOURCES AND MATERIALS

Reading 1: “Chapter 5: The Treaty of New Echota” by Theda Perdue

Reading 2: “The Treaty of New Echota, 1835” Treaty Document, 1835

Reading 3: “Political Background of the Cherokee Treaty of New Echota” by Robert Rutland

PowerPoint File: The Treaty of New Echota and Cherokee Leadership