Lesson Plan

Teacher:
Jody Lubbers

Lesson Title:
Andrew Jackson and Indian Removal

Grade Level:
8th Grade American History

Lesson Time Length:
5-10 days

Big Idea:
Students understand that the lives of Cherokee Indians were affected by Andrew Jackson’s Indian removal policy.

Lesson Abstract:
This lesson is designed to give students an overview of Andrew Jackson and of the causes, events, and effects of the removal of the Cherokee people of the southeastern United States. Students will use primary source documents to achieve an understanding of the problems that the Cherokee faced.

Lesson Background and Context:
From the time that white men arrived in North America until the last of the Indian wars in the West, there was a clash between the Indians who were already using the land and the white man who wanted their lands. Indians were eventually pushed off their land so that white men could use it for what they deemed better use of the land. Even though removal of the Cherokee was not the last removal, it was one of the saddest.

Standards Alignment:
• The student understands that the United States Constitution is written by and for the people and it defines the authority and power given to the government as well as recognizes the rights retained by the state governments and the people.
• The student defines and gives examples of issues during Andrew Jackson’s presidency.
• The student uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative.
Objectives:

Know:
• Andrew Jackson’s background
• What assimilation attempts the Cherokee made
• How the Cherokee tried to stop removal through the courts
• Result of the Cherokee attempts to stop removal

Do:
• Analyze primary source documents
• Research people and events connected with the Cherokee removal

Teaching Materials:
• Laptops or other computers connected to the Internet
• Copies of Handout I
• Large United States map
• Copies of Worcester v. Georgia (www.pbs.org/weta/thewest/resources/archives/two/worcestr.htm)
• Copies of Andrew Jackson’s “To the Cherokee Tribe of Indians East of the Mississippi river” (1835) (www.teachushistory.org/indian-removal/resources/cherokee-tribe-indians-jackson)

Vocabulary:
• Removal
• Treaty
• Andrew Jackson
• Cherokee Nation
• Trail of Tears

Lesson Implementation and Procedures

1. The teacher begins the lesson with a review of previous Indian/white conflicts before 1830 and asks the students to remember the outcome of those conflicts. The teacher has the students view a map of the location of those conflicts and then asks the students to look at the area east of the Mississippi River and south of the Ohio River to predict the outcome for the Cherokee. The
teacher asks the students to remember Andrew Jackson’s attitude toward Native Americans during the War of 1812 and during the Seminole Wars. After this review, the teacher puts the students in pairs and distributes the Internet assignment about Andrew Jackson’s background. (Handout I)

2. The teacher engages the students about their answers for Handout I. What did they find that was unexpected?

3. The teacher asks the students to remember the three branches of the federal government and tell the duty of each branch. The teacher then relates that there were two Supreme Court cases to attempt to stop the removal of the Cherokee: Cherokee Nation v. Georgia (1831) and Worcester v. Georgia (1832).

The teacher explains the content of Cherokee Nation v. Georgia and then distributes copies of the opinion written by Chief Justice John Marshall. The class will read this document together to understand the decision of the Court. The teacher then distributes copies of Worcester v. Georgia.

The students work in pairs to understand the content of this document. After the class discussion of the content of Worcester v. Georgia, the students will work in pairs to access the Internet to find Andrew Jackson’s reaction to the Court’s decision. Finally, the class will discuss the roles of the executive and judicial branches to see if each carried out its duties in this case.

4. The Cherokee were trying to stop removal from their lands through the courts. What were their other efforts to avoid removal? The students will view “We Shall Remain,” Disc 2, Scenes “A Civilized Life” and “Among the White People” and write a list of the ways the Cherokee hoped would keep them from being removed.

5. The teacher distributes copies of Andrew Jackson’s “To the Cherokee Tribe of Indians East of the Mississippi river” (March 16, 1835) and Andrew Jackson’s “Message to Congress ‘On Indian Removal’” (1830). The students will work in pairs to write answers to the following questions for each document:
   • What is the style of language that Jackson uses in each document?
   • What are five examples from each document that show the difference in wording that Jackson uses to address each group?
   • What tone of voice is Jackson using in each document?
   • What are three examples from each document that show the tone of voice that Jackson is using as he addresses each group?

The student pairs present their findings to the class.

6. The teacher asks the question: “What was the result of Andrew Jackson’s removal efforts?” To answer this question, the students will view “We Shall
Remain,” Disc 2, Scenes “Two Years to Leave,” “Trail of Tears,” and “New Cherokee Territory.” The students will write answers to the following questions as they view this DVD:

- What was the Treaty of New Echota, who signed it, and how was it viewed by the majority of the Cherokee people?
- How did John Ross try to prevent Cherokee removal?
- Describe conditions on the Trail of Tears.
- What do some of the Cherokee do to avenge the lives lost on the Trail of Tears?

The class will discuss their findings.

7. Students prepare to write their first-person narratives. Possible choices might be:
   Major Ridge; John Ridge; John Ross; Elias Boudinot; Stand Watie; Andrew Jackson; Samuel Worcester; Sequoyah; a composite character of an ordinary Cherokee man, woman, or child; or a composite character of a member of the Steubenville, Ohio, ladies’ group.

Other choices might be acceptable with teacher approval. The student will research and write notes in his/her own words, writing down the sources for the notes. The student will use the research notes to write three stories about the person. These stories might include childhood/young adult experiences, events or other people that affected the person, or attitudes or beliefs of the person. These stories might be put in chronological order. This is not necessary, but it is easier for students who have not written and performed a first-person narrative before.

Students will practice their stories individually or with a partner, and remember the content of the stories without actually memorizing the stories. Students will present their narratives in costume to the class.

8. Students will write a reaction paper to the Cherokee removal using the five-paragraph theme format. Students will write an introduction about the Cherokee removal, three body paragraphs discussing one distinct point and its importance in each paragraph, and a conclusion. This paper should analyze the cause, effect, and events of the Cherokee removal. Information taken from sources and direct quotes should be cited using internal citations.

**Technology Integration:**
- Web sites for primary source documents
- Web sites for Andrew Jackson information sheet
- MS Word for writing first-person narratives
- MS Word for writing five-paragraph paper
Evaluation and Assessment:

• Students will present their first-person narratives to the class.
• Students will write a five-paragraph paper about the Cherokee removal.

Extension and Enrichment:

• Read Rifles for Watie to understand the role of the Cherokee during the Civil War.
• Research descriptions of the homes the Cherokee left behind. Draw a floor plan of one of these homes.
• Compare and contrast the United States Constitution with the Cherokee Constitution. Draw a Venn diagram using ten items from both Constitutions.
• Using a United States map, draw the path of the Trail of Tears.
• Make up a rap song or poem about Andrew Jackson or topic about the Cherokee removal.
• Draw a political cartoon about Andrew Jackson and Indian removal.

Resources:


Handout I

8th Grade American History                                      Name_____________

Internet Assignment: Andrew Jackson

Directions: Use the Internet (.org, .edu, or .gov) to find the answers for the following information.

I. Personal Information

A. Parents’ names/country of origin –

B. Andrew Jackson’s birth (date/place) –

C. Andrew Jackson’s death (date/place) –

D. Wife’s name –

E. Marriage (date/interesting facts) –

F. Andrew Jackson’s nicknames –

G. Education –

H. Children’s names/interesting facts –

I. Religion –

J. Personality characteristics –

II. Career Information
A. Occupations before becoming President –

B. Career achievements –

III. Military History
   A. List the wars involving Andrew Jackson –

   B. Interesting stories –

IV. Political Information
   A. Years of presidency –

   B. Vice-Presidents –

   C. Political Party –

   D. Election of 1824
      1. Interesting stories –
2. Outcome –

E. Election of 1828
1. Interesting stories –

2. Outcome –

F. Election of 1832
1. Interesting stories –

2. Outcome –

V. Domestic Policy
A. Jacksonian Democracy – Explain the following:
1. Expansion of suffrage –

2. Support for the common man –

3. Spoils System –
4. Opposed the Bank of the United States –

5. Opposed rule by the upper class –

B. Indian Removal

1. Reaction to Worcester v. Georgia -

2. Trail of Tears -