

## Conflicting Views on the Indian Removal Act

**Teacher:** Jill Weber

**Lesson Title:** Conflicting Views on the Indian Removal Act

**Grade Level:** 8<sup>th</sup> Grade American History

**Lesson Time Length:** 80 minute class period

### **Big Idea:**

Students understand the different views towards Andrew Jackson's Indian Removal Act. The views studied will be; Andrew Jackson, Chief Justice John Marshall, Chief John Ross, and the "Trial of Tears" painting by Robert Lindneux. Students will understand the hardships the Cherokee went through during the Trail of Tears.

### **Lesson Abstract:**

This lesson is designed to give students an opportunity to see the different view points towards the Native Americans living in the southeastern United States during the time of the Indian Removal Act. This lesson shows the students conflicting views from Andrew Jackson, Chief Justice John Marshall, and Cherokee Chief John Ross. The fourth document the students will study is a painting titled "*Trail of Tears*" by Robert Lindneux. This lesson will also provide historical thinking skills by requiring the students to study three primary sources and draw conclusions from those documents.

### **Lesson Background and Context:**

Previous lessons included the study President Andrew Jackson's fight with the National bank, the tariff and the many times he used his power of veto.

This lesson begins with the study of President Jackson and how he wanted to open up lands in the South to American settlers. Due to the increase in cotton production by the invention of the cotton gin, more land was needed to grow cotton. This was, however, Native American land. President Jackson convinced Congress to pass the Indian Removal Act in 1830. This act allowed the government to move all Native American tribes living east of the Mississippi

River to “Indian Territory”. Many tribes living there did sign treaties and move west.

The Cherokee, were the most resilient in fighting the Indian Removal Act. Their story becomes the saddest. The Cherokee patterned their government on the US Constitution, taught their children English, and tried to fit in with society. After many attempts with the State of Georgia to keep their land failed, the case was eventually brought before the Supreme Court. The court case of Worcester vs. Georgia ended in a victory for the Cherokee. Chief Justice John Marshall ruled that the Cherokee were in fact a sovereign nation and the State of Georgia had no authority to force them to move.

However, President Jackson refused to enforce the law. Without support from the President, the Cherokee knew they had lost. From 1838-1839 Federal Troops forcefully moved the Cherokee from their homes in Georgia to reservations in Oklahoma. This became known as the Trail of Tears. This 800-mile march earned the name because at least 4,000 Cherokee died along the way.

**Standards Alignment:** \* = State tested indicator

Grade 8: Kansas, United States, and World History:

- Benchmark 1: Indicators 5\* and 7
- Benchmark 4: Indicators 1, 2, 3, and 4\*

**Objectives:**

Know:

- The basic requirements of the Indian Removal Act
- How the Cherokee tried to fight the law in court
- The Supreme Courts Decision in the court case;
- The opinions on the Indian Removal of President Jackson, Chief Justice John Marshall, and the leader of the Cherokee, John Ross.

Able to:

- Analyze primary source documents
- Compare and contrast different views on Indian Removal Act
- Examine mural painting and draw conclusions to both sides of an argument.

**Teaching Materials:**

- Copies of Bell Work: Andrew Jackson political cartoon
- Copies of documents A, B, C, and D: Enough copies so that each group of four students has one copy of each. Place in clear plastic sleeves to protect or have laminated.

- Document A: Andrew Jackson's Second Annual Message
- Document B: Worcester vs. Georgia, Supreme Court Ruling
- Document C: Excerpts from John Ross's words to delegates of the Iroquois League
- Document D: Copy of Painting by Robert Lindneux
- Copies of Analysis worksheet
- PowerPoint Presentation – The Trail on Which they Wept
- Incomplete Outline over PowerPoint Presentation

### **Vocabulary:**

Some of these words students should already know or be familiar with due to previous lessons.

- Constitution
- Congress
- Legislation
- Supreme Court
- Veto
- Invasion
- Conquer
- Appeal
- Manifest Destiny
- Indian Removal Act
- Primary Source
- Secondary Source

**Lesson Implementation and Procedures:** For this lesson I have my students sitting in cooperative learning groups of four. The groups should have mixed levels of learners (High, Med-high, Med-low, and low).

1. **Beginning Class Activity:** Bell Work – Andrew Jackson Political Cartoon
  - a. Students will pick up cartoon with specific questions as they come into the classroom.
  - b. After about 5 minutes of working on their own, have them discuss with their group members the answers they came up with.
  - c. Discuss as a class.
  
2. **PowerPoint Presentation:** The Trail on which they Wept
  - a. Pass out Incomplete Outline titled The Trial on which they Wept.
  - b. Instruct the students to fill in the blank spaces as you go through the presentation.
  
3. **Primary Source Activity:** Quickly review with students the difference between primary and secondary sources (if needed).

- a. Pass out Documents A-D to each group.
- b. Pass out Analysis worksheet to each student.
- c. Explain to the students that they will be looking at 4 different documents that give different perspectives on the Indian Removal Act.
- d. Instruct the students to read through the questions on the analysis page for each document **before** reading the document.
- e. Students should answer the questions with as many possibilities that they can. (I required at least two examples of each)
- f. They may work together as a group, but require everyone to fill out their own worksheet.
- g. Depending on time left at the end of the class period you can either collect the worksheets for a grade, or discuss as a class.

#### **4. Closing Activity: Exit Ticket**

- a. Have students get out a scrap piece of paper. The students should complete a response for the prompt (choose one) and turn it in to you as their “exit ticket” to be able to leave the classroom.
- b. Prompts:
  - i. What do you believe was the main reason the Native Americans were moved out of the south.
  - ii. The Native Americans would have a very difficult life in their new home. List a possible struggle they might have.
  - iii. Was Andrew Jackson right in his view towards Native Americans as conquered subjects? Why do you think so?

#### **Technology Integration:**

Technology needed for this lesson is PowerPoint with projector in order to present information to class.

#### **Evaluation and Assessment:**

1. Answers to questions on analysis worksheet.
2. Teacher Observation: By walking around the room and observing students during the work time, and by observing students during lecture.
3. Exit ticket: Student’s answers will help sum up what they learned in class.

**Extension and Enrichment:**

1. Read book, The Trail on Which They Wept, by Dorothy and Thomas Hoobler. This book is at a lower reading level than 8<sup>th</sup> grade, but it is an easy read for the kids and they have the opportunity to feel for the Cherokee during the trail of tears through reading about the characters.
2. Murals: After having the opportunity to study the painting by Robert Lindneux, students could create their own mural based on the Trail of Tears and how they feel about it.
3. Bring up the debate about using Native American Mascots in sports and have students argue for and against it.

**Resources:**

## Books:

Taking the High Road to Social Studies; 7-8 Volume 1, By Arlene Capriola and Rigmor Swensen.

A History of US; The New Nation, By Joy Hakim.

## Websites:

<http://www.eduplace.com/ss/hmss/8/unit/act3.1blm.html>

<http://ngeorgia.com/history/nghisttt.html>