



## Geography Integrated Lesson Plan

**Title: Forced Migration of Native Americans**

**Subjects: history, geography**

**Duration of lesson: 3 period with 50 minute duration**

**Teacher: Brenda K. Moore**

### PURPOSE/OVERVIEW

The purpose of this lesson is to discuss the events leading up to and the impact of the Indian Removal Act.

### ESSENTIAL OR GUIDING QUESTION:

What were the reasons behind and the impact of the Indian Removal Act?

VOCABULARY:

**Black Hawk** ó Sauk leader

**Indian Removal Act** ó this act authorized the removal of American Indians who lived east of the Mississippi River.

**Indian Territory** ó a new Indian homeland which contained what is now most of Oklahoma.

**Bureau of Indian Affairs** ó bureau created to oversee federal policy toward American Indians.

**Treaty of Dancing Rabbit** ó treaty signed by the Choctaw which gave more than 7.5 million acres of their land to the state.

**Sequoya** ó A Cherokee who developed a writing system that used 86 characters to represent Cherokee syllables.

**Cherokee Phoenix** ó A newspaper published by the Cherokee that was printed in both English and Cherokee.

**John Ross** ó A successful plantation owner who was elected first principal chief of the Cherokee.

**Worcester v. Georgia** ó Court ruling that stated the Cherokee nation is a distinct community, occupying its own territory in which the laws of Georgia can have no force.

**Andrew Jackson** ó President of the United States during the time of Indian removal.

WEST VIRGINIA CONTENT STANDARDS

**SS.O.10.4.2:**

analyze the role of mental maps in the movement of people across the United States.

**SS.O.10.4.7:**

analyze the characteristics, traits, religions, traditions and contributions of Native Americans, African Americans, Hispanics and all immigrants such as Germans, Italians, and Irish to the new American culture.

**SS.O.10.4.9:**

analyze the impact of the environment, including the location of natural resources, on immigration

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## GEOGRAPHY STANDARDS

How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information From a Spatial Perspective	<u>1</u>	1: The World in Spatial Terms
How to Analyze the Spatial Organization of People, Places, and Environments on Earth's Surface	<u>3</u>	1: The World in Spatial Terms
How Culture and Experience Influence People's Perceptions of Places and Regions	<u>6</u>	2: Places and Regions
The Characteristics, Distribution, and Migration of Human Population on Earth's Surface	<u>9</u>	4: Human Systems
How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface	<u>13</u>	4: Human Systems

## 21ST CENTURY LEARNING SKILLS AND TECHNOLOGY TOOLS

### **21C.O.9-12.2.LS.2:**

Student draws conclusions from a variety of data sources to analyze and interpret systems.

### **21C.O.9-12.2.LS.3:**

Student engages in a problem solving process by formulating questions and applying complex strategies in order to independently solve problems.

MATERIALS: (include resources)

- Free power points on the subject "The Trail of Tears" can be found at <http://nativeamericans.pppst.com/trailoftears.html>
- Teacher created power point that corresponds with the textbook **Holt Call to Freedom**
- DVD "The Trail of Tears Cherokee Legacy" (115 minutes). I will be using Chapters 7-11 of this DVD.
- Trail of Tears Discussion Questions that correspond with DVD presentation
- Primary source reading "Samuel's Memory" [http://www.mail-archive.com/native\\_american@topica.com/msg00316.html](http://www.mail-archive.com/native_american@topica.com/msg00316.html)
- Trail of Tears Background Information Handout
- North American Outline Map
- Diary Writing Activity
- Diary Writing Activity Rubric

MAP INTEGRATION:

- Following a class discussion on the routes traveled by the various nations that were forced to move to the Indian Territory students will be given a blank outline map of the United States. Students will create a key identifying which color represents each nation's route of forced migration. Students will fill in the names of each state and significant geographical features encountered by the nations. Mark, using the determined color, the routes traveled by each nation. Following, a discussion with the class will be held on how the American Indians were affected by removal of their lands
- Using an outline map of North America students will trace the migration pattern of the Cherokee tribes during a time of forced migration known as the "Trail of Tears".

PROCEDURE: (include activity sheets)

- **Day 1** - Introduction of Indian Removal through a power point presentation. The information in this power point corresponds to the information in the text **Holt Call to Freedom**.
- Following introductory lecture students will complete map activity as described in map integration section of lesson plan.
- **Day 2** - At the start of class give students the "Trail of Tears" background information

handout to review what was covered in yesterday's lesson.

- Introduce the DVD "The Trail of Tears Cherokee Legacy". Using the LCD projector show students chapters 7-11 illustrating the human devastation of the removal process.
- After viewing the DVD students will answer discussion questions.
- **Day 3** ó As a class we will read the primary source "Samuel's Memory".  
[http://www.mail-archive.com/native\\_american@topica.com/msg00316.html](http://www.mail-archive.com/native_american@topica.com/msg00316.html)
- Students are now going to put themselves in the place of an American Indian who is being inflicted by the removal process. They are to write a two day journal entry describing their experience. Their entries must include accurate historical facts. We will be tearing the edges of their journal entries and tea staining them to make them appear more authentic. We will then compile them into a class booklet to share with other classes.

### CONCLUSION/SUMMARY

At the conclusion of this lesson students will have an understanding of the Indian Removal Act. Students will be given background information leading up to the removal. They will get a true essence of what the removal was like by viewing the DVD and through the reading of primary sources. They will discuss how this removal impacted the Native Americans. Students will then show their understanding by creating their own journal entries.

### ASSESSMENT (include assessment)

Students will be assessed based on their map activities and their two day journal entry.



*Created by: Sherri Mitchem and Danielle Spencer 2010*