

# Indian Removal

**Grade Levels:** 7-12

**Subject:** Social Studies

## Oklahoma Academic Standards | Social Studies

OKH.5.1.D Oklahoma History (p.45)

USH.1.3.C US Government (p.55)

## Lesson Summary

The forcible uprooting and expulsion of the 60,000 Indians constituting the Five Civilized Tribes, including the Choctaw, Chickasaw, Creek, Cherokee, and Seminole, unfolded a story without parallel in the history of the United States. Students will examine a historical event from multiple points of view, use reading strategies to increase comprehension of informational texts, Participate actively in collaborative work and in classroom discussion, and apply critical thinking skills in response to a writing prompt. The students may also work independently and write letters to the President that allowed this to happen as if they were in that situation in history. They may also write a letter to the current president.

*Disclaimer: The contents of the Muscogee (Creek) Nation Teacher Fellowship, Lesson Plan Project were developed under grant PR Number S415A150008 awarded by The U. S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and should not be assumed to be endorsed by the Federal Government. Additionally, recognizing the complex history of The Muscogee (Creek) Nation, State Tribal Education Partnerships (STEP) and Cultural Education Resource Council (CERC) made the determination to use the information herein. The lesson plans can be used to educate students and teachers about Muscogee people and history as they relate to the current Oklahoma Academic Standards. The information chosen is not to diminish other aspects of our history or notable people, nor does it imply the information within the lesson plan is the primary source of knowledge. However, it means that a consensus on what to be represented and that the compilation of The Muscogee (Creek) Nation Teacher Fellowship Lesson Plans was a CERC committee decision. We are confident as we continue to cultivate and scaffold our tribal educational resources, the lesson plans will develop into a more comprehensive tool to be used in support of the Muscogee studies public school curriculum.*

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**ENGAGEMENT/HOOK**

- Describe how the teacher will capture students' interest.
- What kind of questions should the student ask themselves after the engagement?

The teacher walks around the room offering to trade items with students they need for items they do not want or need. If the student refuses, the teacher sends them to another classroom and takes the item anyway while the class watches. The teacher then continues until a student starts the discussion of unfairness, asking why the teacher was doing that.

Bring all of the students back to the classroom to finish the discussion. The students might ask when something like this happened in history or if this was similar to what happened to the Native Americans during the American Indian Removal.

**EXPLANATION (Teacher models)**

- Student explanations should precede the introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

Students will write three discussion questions regarding the Removal of Classmates. If the discussion in the hook did not naturally go there, the teacher may ask when in history did something happen similar to what they had just experienced.

- Why would the Europeans do this?
- How did the Europeans expect the Native Americans to live when they moved to their new homes?

After the discussion, read the personal accounts of Natives who were removed. Read what the history books say about the Removal. Have the students describe how they would have felt if they were a Native American in that period. Ask them to describe how they would have felt if they had been a European.

**ELABORATION**

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

- Is the removal of students for the personal gain of the teacher okay?
- If the teacher succeeded in claiming the students' properties from their desks without permission, would the student expect to get it back after the unfairness had been exposed?
- If the property were something precious to the students' families, and the teacher kept that property for generations, would the great-grandchildren of the student have any rights to claim the property from the great-grandchildren of the teacher?
- Recall how the Removal of Classmates made you feel and describe on paper how this connects to the Indian Removals of the past.

**Vocabulary:** American Indian Removal, Osceola, Andrew Jackson, treaty, Trail of Tears, John Ross, Menominee, Catahecassa, Black Hoof, current court cases involving native land, restitution.

<p><b>EXPLORATION</b> <b>(Guided/Independent Practice)</b></p> <ul style="list-style-type: none"> <li>• <i>Describe what hands-on/minds-on activities students will be doing.</i></li> <li>• <i>List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration.</i></li> </ul>	<p>Students will be divided into groups to create a presentation of what they learned in today’s activity. Each student will be responsible for giving the advantages and disadvantages of Removal for both parties. The group will be responsible for displaying and presenting the pre- and post-discussion findings to the class. Students may also work independently and write letters to the President that allowed this to happen as if they were in that situation in history. They may also write a letter to the current president.</p> <ul style="list-style-type: none"> <li>• What would you do if this happened today?</li> <li>• What might have happened if the all of the Native Americans refused to move?</li> <li>• Could this happen today?</li> <li>• When in history has this happened to other people?</li> </ul>
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<p><b>CLOSURE/EVALUATION</b> <b>(Pre/Post formal/Informal Assessments)</b></p> <ul style="list-style-type: none"> <li>• <i>How will students demonstrate that they have achieved the lesson objective? How will you know they met the objective/learned the lesson?</i></li> <li>• <i>This should be embedded throughout the lesson as well as at the end of the lesson.</i></li> </ul>	<p>Students will demonstrate that they have achieved the lesson objective by participating in the activities, producing a project that will be graded according to a rubric, and by performing adequately on an examination testing vocabulary and key dates and terms.</p>
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Materials Needed: poster board, paper, pen/pencil, useless items for trading, temporary alternate classroom  
Resource: Foreman (1972) *Indian Removal*. University of Oklahoma Press: Norman, OK