

Indian Removal Act Session & Lesson Plan

(Mr. Penney)

Below is a partial transcript of the discussion which was held in a freshmen US History 1 class. This particular class is one of the more challenging to teach due to language, cultural and behavioral issues on the part of a significant number of the students. The students seemed engaged in the discussion—many noting the injustice of the Indian Removal Act and its connection to larger issues of justice toward minorities in US History. A number of side conversations that were directly related to the topic developed at times which Mr. Penney redirected into the general class discussion.

Please see the attached Lesson Plan for details re: Massachusetts Curriculum Frameworks.

- (Mr. Penney) When was the Indian Removal Act passed?
- (Students): (1830)
- (Mr. Penney)Who was the president?
- (Students): (Andrew Jackson)
- (Mr. Penney)Where were the Indians sent?
- Students: (west of the Mississippi — Oklahoma)
- Student comment: This was legal—it was passed by Congress. (General discussion that legal doesn't mean moral).
- (Mr. Penney)How did the Indians react?
- (Students) Some react differently—Seminoles fought back—Blackhawk War; Cherokees fought it in court)
- (Mr. Penney)Cherokees were different—how?
- (Students)They lived in Georgia, Tennessee..lived like other Americans, were farmers, had developed a written language... they resisted Georgia's attempt to take their land and the supreme court agreed with them
- (Mr. Penney)What was Jackson's response?
- (Students) "Let them(the Supreme Court) enforce it"
- (Mr. Penney)The president, as commander in chief, told the army to remove them though it happened in 1838, under van Buren) The US government signed a treaty agreeing to this with Cherokee "chiefs" who did not represent the majority of the tribe
- (Mr. Penney)How many were forced to move?
- (Students): 18,000... and there were problems with disease, lack of food, bad weather... over 4,000 died en route
- (Mr. Penney)How was it possible for this to happen?
- (Students)—the government had the guns, were stronger, had greater numbers so the strongest survived
- (Mr. Penney): Social Darwinism?
- (Students): Survival of the fittest... the strong tell the weak what to do...

- (Mr. Penney): There is debate by historians about what Jackson really believed (was he just a bad person who hated the Indians? Was he just going along with congress? Was he just a product of the times?)
- Homework: Research what Jackson’s stance on Indian removal really was... write a couple of paragraphs describing what you found.

Grade 9 U.S. History I

Unit 4

Lesson	Jackson and Indian Removal
Standards	<p>USI.24 Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President.</p> <p>USI.26 Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon trails.</p>
Lesson Objectives	<ul style="list-style-type: none"> • Explain how Jacksonian Democracy represented a change in U.S. politics. • Explore the causes of the nullification crisis and how President Jackson responded to it. • Analyze the reasons President Jackson opposed a national bank and how his resistance affected the economy. • Explain why the U.S. government began its American Indian removal policy. • Examine how American Indians resisted being forced off their lands. • Describe the results of the Trail of Tears and the Second Seminole War.
Materials Needed	

Resources	
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Lesson	Jackson and Indian Removal
Vocabulary	<ul style="list-style-type: none"> • Nominating conventions • Democratic Party • Spoils system • Kitchen cabinet • Tariff of Abominations • States' rights • Nullification • McCulloch v. Maryland • Whig Party • Panic of 1837 • Indian Removal act • Indian Territory • Bureau of Indian affairs • Treaty of Dancing Rabbit Creek • Worcester v. Georgia • Trail of Tears
Teaching Strategies	<ul style="list-style-type: none"> • Powerpoint on Jackson • Discussion of the founding of the Democratic party • Analysis of election of 1828 • Campaign posters for Adams and Jackson • Discussion of McCullough v. Maryland • Analysis of ways different tribes resisted U.S. policies towards removal • Journal entries from Indians forced from their lands
Differentiation	<p>CP Students will be encouraged to ask questions about anything they do not understand during the class discussions. Essay answers on test will be looked at in terms of understanding content.</p> <p>Honors students will be expected to go deeper in analysis of concepts in their notes and in class discussions. Essay questions on test will look for deeper analysis of content.</p>
Assessment:	Section Quizzes, participation, homework (section outlines).