“Conflicts Over Land”

DOMAIN 1: PLANNING AND PREPARATION

Indicator 1: OBJECTIVES

**MS Social Studies Framework:** Domestic Affairs:
2. Understand how technology, geography, and social conflict have impacted the development of the United States. (c) Describe the purposes, challenges, and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g. the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokee “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. (DOK 2)

**Common Core Reading Standards for Literacy in Social Studies:**
2. Determine the central ideas/information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion. (DOK 3)
9. Analyze the relationship between a primary source and a secondary source on the same topic. (DOK 3)

**Common Core Writing Standards for Literacy in Social Studies:**
1. Write arguments focused on discipline-specific content.
   (a) Introduce a claim about a topic or issue, distinguish from opposing claims, organize reasons and evidence logically. (DOK 3)
   (b) Support claims with logical reasoning and relevant, accurate data that demonstrate an understanding of the topic using credible sources. (DOK 3)

**Specific Learning Objectives:**
1. TSW identify and discuss the economic advantages to settlers for relocating the Cherokees further west and the hardships faced by the Indians on the journey known as the “Trail of Tears.” (Knowledge/Comprehension)

2. Given examples related to Indian removal and the “Trail of Tears,” TSW distinguish between primary and secondary sources and analyze the relationship between the primary and secondary sources on the same topic. (Application/Analysis)
3. TSW compose a letter to President Jackson addressing the issue of Indian removal. The letter should include the student’s opinion of whether the Indians should be removed from their land or allowed to remain on it and justification of this opinion citing factual evidence. (Evaluating/Creating)

Materials/Supplies:
Bell Work – Pretest on distinguishing between primary and secondary sources
Video – “Trail of Tears”
Before and After Maps (U.S. Population) on smart board
PowerPoint – Primary/Secondary Sources
Samples of Primary Sources:
- Excerpt from text – “Osceola: 1804-1838”
- Article – “Trail of Tears: The Cherokee are Forced West”
- Article from The New York Observer – January 1839
- Quote from Speckled Snake, elder of the Creek Nation, 1829
- Excerpt from Andrew Jackson’s message to Congress, 1835

Indicators 2-6: LESSON OUTLINE

Bell Work: TTW hand each student a pre-test on primary and secondary sources as he/she enters the room. Students will complete these and put them aside for later use in the lesson.

Set:
1. TTW briefly summarize important concepts from previous day’s lesson using these questions to lead discussion:
   - What five tribes were referred to as the “civilized” tribes? Why were they called “civilized” by the European settlers?
   - Why did settlers want the federal government to relocate the Indians? Where did they want the government to send the Indians?
   - What President encouraged Congress to pass the Indian Removal Act?
   - Which Indian group refused to give up their land? What action did they take to try to keep their land?
   - What was the name of the court case involving the Cherokee’s land? Who was the Supreme Court Justice who heard the case? How did he rule?
   - How did President Jackson react to the Supreme Court ruling?
TSW participate in discussion of important concepts related to the Indian Removal Act and the responses of the Indian groups to this act.

Teach to the Objective:
1. TTW show the video on the “Trail of Tears” instructing students to pay particular attention to the conditions Indians had to endure on the trail. Following the video, TTW briefly discuss the terrain, weather conditions, and distance that made the trip so difficult. TTW conclude the lesson on the Indian Removal Act by summarizing effects of this act on the population and size of the United States. (Show “before” and “after” maps on smart board.)
TSW view the video, ask and answer questions, and make comments on the disputes between the Indian groups and the U.S. government over land.

3. TTW use a teacher-made PowerPoint presentation to introduce primary and secondary sources. The presentation will include definitions of the terms primary source and secondary source, samples of each, and steps for analyzing a primary source. TTW have students take out their pretests from the beginning of class and check them orally with class. TTW have students indicate using thumbs-up and thumbs-down whether each item is a primary or secondary source. (formative assessment)
   TSW watch/listen as teacher discusses primary and secondary sources. They will then indicate using thumbs up and thumbs down whether each item on the pretest is a primary or a secondary source.

4. TTW place students in small groups of 3-4 (Groups are pre-selected by teacher based on ability levels.) He will then give each group a sample of a primary or secondary source about the Indian Removal Act or the “Trail of Tears”. Each sample is followed by questions about its content. Students will be given enough time to read the passage, determine whether it is a primary or a secondary source, and answer the questions that follow. TTW call on a spokesperson from each group to share his/her group’s answers with the rest of the class. He will then ask students to make observations about the differences between primary and secondary sources. (Even though they are written about the same events, the content and feelings reflected in each are very different.) TTW observe student discussions in groups and question/answers as a formative assessment.
   TSW participate with members of a small group in reading and analyzing a passage about the Indian Removal Act or the “Trail of Tears” and determining whether it is a primary or secondary source. TSW share their answers/thoughts with the class and participate in a discussion about the differences between primary and secondary sources.

Closure:
1. TTW tell students that they will be writing letters to President Jackson in the next day’s class. In their letters, they will be expected to introduce the issue of Indian Removal and tell him whether they think the Indians should be allowed to remain on their land or the U.S. government has the right to remove them. They will be expected to use logical reasoning and factual evidence and to organize their reasons/evidence in a logical order.
2. If time permits, TSW be allowed to turn to a partner and share their opinions, reasons, and evidence.
3. TSW write on an exit slip one fact that he/she learned in today’s lesson about the Trail of Tears. TTW collect these as students leave the room.

Indicator 2 – Diversity: Multiculturalism addressed in teaching of history of Native Americans. Based on learning styles inventory results, various strategies were used (lecture for auditory; video for visual; collaborative groups for intrapersonal). A pre-test and informal assessment (thumbs up/thumbs down) were used to determine ability to distinguish between primary and secondary sources.
Indicator 3 – Core content from other subjects: Location of “Trail of Tears” on map and discussion of weather conditions/seasons, geography, etc. (Science). Reinforcement of Reading skill (primary and secondary sources) and Writing skills (letter writing and justification of opinion).

Indicator 4 – Appropriate, sequential procedures with variety of materials/technology. See materials list and description of technology integration.

TECHNOLOGY INTEGRATION: 1. Use of video on the “Trail of Tears” to reinforce important concepts related to forced migration of Cherokee Indians; use of teacher-made PowerPoint to teach analysis of and differences between primary and secondary sources. 2. Students view and respond to video and PowerPoint presentation.

Indicator 5: Formative assessment: Observation of thumbs-up, thumbs-down activity and group discussions/presentations as well as questioning throughout lesson.

Indicator 6: Differentiated Instruction
   a. Enrichment – In addition to higher level thinking activities (analysis of primary and secondary sources; letter to President Jackson agreeing/disagreeing with Indian Removal Act and justifying position), advanced students may be given the opportunity to compose a poem about the journey on the Trail of Tears from the perspective of a Native American traveler.
   b. Remediation – Will be provided within lesson as needed (when observing students’ identification of primary/secondary sources; when monitoring/listening to analysis of primary/secondary sources). Will also be provided during the review prior to the summative evaluation (unit test) or following the test if scores indicate a need. IEP students will have a review session with resource teacher.
   c. Accommodations – Allow students to work with a partner for activity analyzing primary/secondary sources. If time permits, allow students to share ideas for writing letter to President Jackson. (IEP and 504 students are placed in groups with pre-assigned peer tutors. They will also be allowed to dictate their letters to the president if needed.) Unit test will be read to 2 students per IEP.

DOMAIN II: Assessment

Indicators 7 and 8- Brief explanation to students – Social Studies objectives related to Indian removal and “Trail of Tears” will be informally assessed using exit slips at the end of this day’s lesson and formally assessed on Chapter 11 test later in the week. Knowledge and analysis of primary/secondary sources will be assessed using pre-test and small-group class activity. Writing an argument for Indian Removal will be accomplished by writing a letter to the President (further explanation at end of class).

DOMIAN III: Instruction (Indicators 9-19) and DOMAIN IV: Learning Environment (Indicators 20-24) will be observable in class with the exception of #19 which is described below.
Indicator 19 – On a previous day in the unit, students were given a questionnaire. They were instructed to find someone (family member, neighbor, etc.) with Native American roots and interview that person. Results were shared with the class.

DOMAIN IV: Professional Responsibilities

Indicator 25 – Communication with Parents – All daily, quiz, test, and project grades are recorded in both hard copy (grade book) and electronic version (SAM). Using Active Parent, parents are able to view students’ grades at any time. If they have questions or concerns, they have the option of emailing or calling the teacher. When a student’s progress is consistently poor, a call is made to the parent to arrange a conference. Progress notes are sent to parents every four and a half weeks, and report cards are sent at the end of each term. Copy of discipline log and parent contact log are attached to lesson plan.

Professional development – Each grade’s teachers (collaborative team) has had two meetings with an external consultant to learn more about effective collaboration strategies. Teams meet weekly to discuss units of study and to brainstorm ways to help struggling students.

Extracurricular activities – I assist with the junior high football team and co-sponsor the Student Council.