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Subject: North Carolina History

Grade level: 8

Class Time Required: 1.5 hours

Lesson Title: Debate Over Indian Removal

Essential Question: What was the understanding of removing American Indians from North Carolina in 1838?

Brief Description of Lesson: Students will read primary source documents and understand both sides of the debate over Indian Removal in North Carolina in the 1830s.

State Competency Goals: 3.05 – Compare and contrast the different perspectives among North Carolinas on the national policy of Removal and Resettlement of American Indian populations.

Teacher designed Objectives:

- Compare and contrast opposing viewpoints on the Resettlements of American Indians in North Carolina.
- Identify the significance of the “Trail of Tears”
- Assess the impact of the forced removal on the American Indian population and the rapidly growing ‘new’ American population.

Materials Needed:

Primary Sources: excerpts from Andrew Jackson’s Explanation to Congress of the Indian Removal policy –

“The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it Promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.”

<http://www.mtholyoke.edu/acad/intrel/andrew.htm>

And Chief John Ross' response to Jackson's explanation –

“By the stipulations of this instrument, we are despoiled of our private possessions, the indefeasible property of individuals. We are stripped of every attribute of freedom and eligibility for legal self-defence. Our property may be plundered before our eyes; violence may be committed on our persons; even our lives may be taken away, and there is none to regard our complaints. We are denationalized; we are disfranchised. We are deprived of membership in the human family! We have neither land nor home, nor resting place that can be called our own. And this is affected by the provisions of a compact which assumes the venerated, the sacred appellation of treaty. “

<http://historymatters.gmu.edu/d/6598/>

Secondary Sources: McDougall Littell, North Carolina in the American Experience.

Technology: YouTube clip on Andrew Jackson,

<http://www.youtube.com/watch?v=PiVXJSXlptY&feature=related>

Suggested Teaching Practices:

**Anticipatory Set:**

Question to be answered in student's journal or on a piece of paper at the very beginning of class.

- A new group of people possibly aliens force you to move to a new area of land far away from your home. The new land is much different than your own. They make you walk for thousands of miles to your new home and land. If you try to flee you run the risk of being killed.
  - How do you feel?
  - What would you do?
  - Why might the newcomers want to remove you from your land?

After students are given the opportunity to write their answers talk about the 'Trail of Tears' and how it was similar. Have students read out loud pages 281-289 as a class to learn about the forced removal of the Cherokee from North Carolina and other southern states.

(This should take about 20 minutes)

Watch the attached You Tube clip with a brief discussion again of both sides of the argument.

<http://www.youtube.com/watch?v=PiVXJSXlptY&feature=related>

**Guided Practice and Teacher Led Instruction:**

Students will receive the primary source readings as seen at the beginning of the lesson plan. Read Jackson's Explanation in its entirety and then go through line by line to fill in the left-side of the chart (below) of Jackson's points for the removal of the American Indians as a class. Let students come up with the answer and lead them to the right answers if there are problems. In partners students will read Chief Ross' rebuttal to Jackson's explanation as done before (first in its entirety and then line by line) to identify the main points that Ross is making. As a class, go over Ross' points at the end.

**Independent Practice/Closure:**

Student will write **two** diary entries.

- Pretend that you are a Cherokee teenager leaving North Carolina on the ‘Trail of Tears’. Write at least two paragraphs describing how you feel and what it is like on the trail. You must use at least three main points from the compare/contrast chart.
- Pretend that you are a newcomer to North Carolina and have just resettled some of the Cherokee land, made possible by President Jackson. Write at least two paragraphs describing how you feel and what life is like on your new land. You must use at least three main points from the compare/contrast chart.

**Evaluation of Student Comprehension:**

Grading the compare/contrast chart, keeping a participation log of answers during the class discussion and reading the diary entries shall assess how students have comprehended the objectives.

**Assessment of the lesson:****Supplemental Information for Teachers:**

<http://www.pbs.org/wgbh/aia/part4/4h3083.html>

There is no author for this source. This source is from PBS and has a plethora of primary sources from this era and thorough explanations for what was going on in the United States during this time period. Click on the previous and next buttons to find more information related to this topic.

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Comparing and Contrasting the Indian Removal Policy**

<b><u>President Andrew Jackson</u></b> (For the removal and resettlement of American Indians to other lands)	<b><u>Chief John Ross (Cherokee)</u></b> (Against the removal and resettlement of American Indians to other lands)