

### Teacher Materials Lesson at a Glance

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## American Indian Removal

### What Does It Mean to Remove a People?

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#### Grades

- 6-12

#### Subjects

- U.S. History
- Civics
- Geography

#### Key Message

Soon after the founding of the United States, American Indian Nations in the East faced increasing pressure to cede their lands and move west of the Mississippi. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. Removal became a federal policy with the passage of the Indian Removal Act in 1830. Although a few Indian Nations were successful in keeping some of their lands, about 100,000 Indian people were ultimately removed to Indian Territory. The process of removal created upheaval, suffering, and death among Indian people. However, it was not the end for American Indians; they have survived and thrive as their own cultural and political entities today. The history of American Indian removal serves as an important lesson for all people today in understanding the importance of human rights, relations among diverse peoples, and the consequences of certain policies and actions taken by nations.

#### Pedagogical Approach

This module utilizes the Inquiry Design Model (IDM), which implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered inquiry-based approach to teaching and learning. Like the Inquiry Design Model, our approach seeks to, “honor teachers’ knowledge and expertise and avoids over prescription by highlighting key elements, offering pedagogical suggestions, and relying on teacher expertise and experience.”<sup>1</sup> Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling

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1 S. G., Grant, Kathy Swan, & John Lee, *Inquiry-based practice in social studies education: Understanding the Inquiry Design Model*, New York: Routledge and C3 Teachers, (2017).

question. In addition to embodying the C3 Framework and IDM, this module utilizes elements of Understanding by Design (UbD) and Universal Design for Learning (UDI).<sup>2</sup>

## Overarching Standards

Performance tasks in this module revolve around the skills outlined in the Common Core State Standards and the C3 Dimension Standards, which seek to elaborate on the CCSS by diving deeper into skills necessary for college, career and civic life.<sup>3</sup> In an effort to provide skills-based assessments and to meet the needs of a diverse body of teachers, we have elected to use these two nationally recognized sets of skills-based standards. The standards we list correlate to measureable objective-based assessment through formative and summative performance tasks. The content and themes in this module are highly influenced by the National Council for the Social Studies National Curriculum for Social Studies, specifically in the ten themes of social studies and NMAI's own framework for Essential Understandings about American Indians. We also considered other nationally recognized sets of standards, such as the National Geography Standards, the Framework for Twenty-First Century Learning, and the Council for Exceptional Children's Ethical Principals and Professional Practice Standards for Special Educators. While exploring the stages of this inquiry notice that CCSS Anchor Standards precede each set of corresponding grade-level standards.

### C3 Dimension Standards

**D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**D1.5.9-12.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

### CCSS: Anchor Standards

**CCSS.ELA-LITERACY.CCRA.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### CCSS: Grade Specific Standards

**CCSS.ELA-LITERACY.WHST.6-8.1:** Write [construct] arguments focused on discipline-specific content.

**CCSS.ELA-LITERACY.WHST.9-10.1:** Write [construct] arguments focused on discipline-specific content.

**CCSS.ELA-LITERACY.WHST11-12.1:** Write [construct] arguments focused on discipline-specific content.

<sup>2</sup> Grant Wiggins & Jay McTighe, *Understanding by Design*, (Alexandria, VA: Association for supervision and Curriculum Development, 2005; Ron Mace, Center for Universal Design, (1997): <https://projects.ncsu.edu/ncsu/design/cud/>.

<sup>3</sup> John Lee & Kathy Swan, "The C3 Framework and the Common Core State Standards," *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, NCSS Bulletin 113, (2013): xxii-xxiii; NCSS, "How to Read the C3 Framework," *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, NCSS Bulletin 113, (2013): 12-13.

# IDM Blueprint

<b>Compelling Question</b>	<b>What Does It Mean to Remove a People?</b>		
<b>Standards</b>	<p><b>D1.5.6-8; D1.5.9-12.</b> Determine the kinds of sources. . .</p> <p><b>D4.1.6-8; D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources...</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8; 9-10.1, &amp;11-12.1.</b> Write [construct] arguments focused on <i>discipline-specific content</i>.</p>		
<b>Staging the Question</b>	Watch a video that explores the meaning of American Indian Removal from the perspective of students and then reflect on your own understanding of removal after examining quotes from two historic leaders and maps that show the many Native Nations that were forcibly removed from their homelands.		
<b>Supporting Question One</b>	<b>Supporting Question Two</b>	<b>Supporting Question Three</b>	
What Was the Muscogee Nation’s Experience With Removal?	How Did the Cherokee Nation Resist Removal?	How Did Six Different Native Nations Try to Avoid Removal?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Refine claims about the Muscogee Nation’s experience with removal by using a graphic organizer to apply evidence that either supports or refutes existing claims.	Construct a claim using inferences about how the Cherokee Nation resisted removal by applying evidence from Cherokee actions before, during, and after removal.	Write multiple claims supported by evidence about the strategies that different Native Nations used to avoid removal and the outcome (results) of their actions.	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<b>Source Set A:</b> Interactive Case Study–The Removal of the Muscogee Nation	<b>Source Set A:</b> Interactive Case Study–The Trail of Tears, A Story of Cherokee Removal	<p><b>Source Set A:</b> Cherokee Nation Case Study</p> <p><b>Source Set B:</b> Eastern Band of Cherokee Nation Case Study</p> <p><b>Source Set C:</b> Kickapoo Nation Case Study</p> <p><b>Source Set D:</b> Potawatomi Nation Case Study</p> <p><b>Source Set E:</b> Seminole Nation Case Study</p> <p><b>Source Set F:</b> Shawnee Nation Case Study</p>	
<b>Summative Performance Task</b>	<b>Argument:</b> What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses consequences of policies and actions taken by nations, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.		
<b>Taking Informed Action</b>	<b>Understand:</b> Examine two contemporary case studies that could be considered examples of removal today and form comparisons to their understanding of American Indian removal.		
	<b>Assess:</b> Determine the overarching problem or challenge presented in the contemporary case studies.		
	<b>Act:</b> Map a detailed project plan for taking informed action. <b><i>NK360° Framework for Taking Informed Action.</i></b>		

# Pedagogical Framework

## KNOW

American Indian Nations faced enormous pressure to give up their lands. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands. The act of removal of American Indians created upheaval, suffering, and death among Indian people and the scope of American Indian removal was vast and included many nations east of the Mississippi. The U.S. government used treaties, fraud, intimidation, and violence to remove about 100,000 American Indians west of the Mississippi. After arriving in new lands they had to rebuild their communities and co-exist with other Native Nations already there.

- **Supporting Question One:** The Muscogee were a powerful confederacy of southeastern tribes before the European colonization of North America. A sharply divided U.S. Congress passed the Indian Removal Act in 1830, and in the Treaty of 1832 the Muscogee finally ceded all their remaining homelands east of the Mississippi River in exchange for lands in Indian Territory. Muscogee peoples were forced to move over an 11-year period. Fifteen different groups travelled the approximately 750 miles over land and water routes, which took an average of three months to complete. Upon reaching an unfamiliar new land, the Muscogee had to build homes, reestablish their towns and government, and find ways to survive.
- **Supporting Question Two:** Original Cherokee homelands cover a vast area of what is today known as the southeastern United States. As more Europeans arrived in Cherokee lands, pressure mounted for the Cherokee to leave their homelands. A small group of Cherokee citizens believed that removal was inevitable, but many members of the Cherokee Nation actively resisted removal, even in the face of violence from non-Cherokees in the state of Georgia. The U.S. Army forcibly rounded up Cherokee people and oversaw their forced removal to Indian Territory. During removal, the Cherokee endured extreme heat, unsanitary conditions, and exhaustion; when Principal Chief John Ross learned of the conditions his people faced during the forced removal to Indian Territory, he petitioned the U.S. Army for the right to oversee the remainder of the removal process. When the last of the Cherokee groups reached Indian Territory, the nation worked to reunify. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance.
- **Supporting Question Three:** Native leaders of six different Native Nations acted to protect their peoples' aims and interests. Menominee, the well-known Potawatomi leader, refused to sign a treaty. The leaders of the Treaty Party of the Cherokee were willing to move in exchange for money, while leaders of the Cherokee Nation petitioned the U.S. government to affirm their rights to stay in their homelands. The Eastern Cherokee tried to establish property rights, in spite of a North Carolina law forbidding them to buy property, by adopting a white man into the tribe and giving him the power of attorney to buy land. The Shawnee leader Catahecassa tried to blend his people in with the white population, while a large number of Kickapoo left the United States for Mexico. A powerful faction of Seminoles, led by Osceola, used armed resistance against the U.S. government.



## UNDERSTAND

Different American Indian Nations reacted to issues of removal in different ways. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. While the process of removal created upheaval, suffering, and death among Indian people, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.

- **Supporting Question One:** Muscogee leaders faced increasing pressure from the United States, from the states of Georgia and Alabama, and from unscrupulous individuals to give up their lands and move west. Some of the Muscogee removal groups faced extremely harsh conditions and thousands died during removal or soon after they arrived in Indian Territory, yet the strength of Muscogee culture and beliefs and the tenacity of the people enabled them to survive both the removal and the difficult realities of their new existence. The challenges for the Muscogee people did not end with their arrival in Indian Territory. Through many difficulties, including further land lost to the United States, the Muscogee Nation remained together and is still in Oklahoma today.
- **Supporting Question Two:** The Cherokee Nation tried many different strategies to resist removal. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation's culture and sovereignty. Today, the Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.
- **Supporting Question Three:** Native Nations acted strategically and had to make many difficult choices in order to protect their people and nations. Whatever strategy they followed, many Native Nations were unable to avoid the vast scope of Indian removal by the U.S. government. The United States used all means at its disposal to force Native Nations to make a traumatic, exhausting, and life-threatening move to Indian Territory.

## DO

What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the consequences of policies and actions taken by nations, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

- **Supporting Question 1:** Refine claims about the Muscogee Nation's experience with removal by using a graphic organizer to apply evidence that either supports or refutes existing claims.
- **Supporting Question 2:** Construct a claim using inferences about how the Cherokee Nation resisted removal by applying evidence from Cherokee actions before, during, and after removal.
- **Supporting Question 3:** Write multiple claims supported by evidence about the strategies that different Native Nations used to avoid removal and the outcome (results) of their actions.



# Suggested Pacing Guide

## Traditional Schedule:

Stage	Assessment Materials	Standards
<b>Day 1</b> Staging the Question; Supporting Question One	<b><u>Removal: Does It Make Sense?</u></b> [Parts A, B, and C]	<b>[C3 Dimension Standards]</b> D3.3.6-8. Identify evidence . . . D3.3.9-12. Identify evidence . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>[CCSS: Corresponding Grade Specific Standards]</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) . . . CCSS.ELA-LITERACY.WHST.9-10.1.A. Introduce precise claim(s) . . . CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s) . . .
<b>Day 2</b> Supporting Question One	<b><u>Muscogee Removal</u></b> [Parts A and B]	<b>[C3 Dimension Standards]</b> D3.3.6-8. Identify evidence . . . D3.3.9-12. Identify evidence . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>CCSS: Corresponding Grade Specific Standards</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) . . . CCSS.ELA-LITERACY.WHST.9-10.1.A. Introduce precise claim(s) . . . CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s) . . .
<b>Day 3</b> Supporting Question Two	<b><u>Cherokee Removal</u></b> [Parts A, B, and C]	<b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counterclaims . . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS: Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.R.1. Read closely to determine . . . <b>[CCSS: Corresponding 9-12 Grade Specific Standards]</b> CCSS.ELA-LITERACY.RL.6.1. Cite textual evidence . . . CCSS.ELA-LITERACY.RL.7.1. Cite several pieces of textual evidence . . . CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence that most strongly supports . . . CCSS.ELA-LITERACY.RL.9-10.1. Cite strong and thorough textual evidence . . . CCSS.ELA-LITERACY.RL.11-12.1. Cite strong and thorough textual evidence to support analysis . . .
<b>Day 4</b> Supporting Question Three	<b><u>Strategies to Avoid Removal</u></b> [Parts A and B]	<b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counter claims. . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>[CCSS: Grade Level Standards]</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning. CCSS.ELA-LITERACY.WHST.9-10.1.B. Develop claim(s) and counterclaims. CCSS.ELA-LITERACY.WHST.11-12.1.B. Develop claim(s) and counterclaims
<b>Day 5</b> Supporting Question Three; Summative Task	<b><u>Evidence Kit</u></b> What does it mean to remove a people? Construct an argument addressing the compelling question.	D1.5.6-8; D1.5.9-12. Determine the kinds of sources. . . D4.1.6-8; D4.1.9-12. Constructing evidence-based arguments from multiple sources . . . CCSS.ELA-LITERACY.WHST.6-8; 9-10.1 & 11-12.1. Write [construct] arguments focused on discipline-specific content.
<b>Day 6</b> Taking Informed Action	<i>Optional Extension</i> <b><u>Removal Today</u></b> [Parts A and B]	D4.7.6-8; 9-12. Assess options for individual and collective action to address local, regional, and global . . . D4.6.6-8; 9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; . . .
<b>Day 7</b> Taking Informed Action	<i>Optional Extension</i> <b><u>NK360° Framework for Taking Action</u></b>	D4.7.6-8; 9-12. Assess options for individual and collective action to address local, regional, and global . . . D4.6.6-8; 9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; . . .

**Block Schedule:**

Stage	Assessment Materials	Standards
<b>Day 1</b> Staging the Question; Supporting Question One	<u><a href="#">Removal: Does It Make Sense?</a></u> [Parts A, B, and C]  <u><a href="#">Muscogee Removal</a></u> [Part A]	<b>[C3 Dimension Standards]</b> D3.3.6-8. Identify evidence . . . D3.3.9-12. Identify evidence . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments . . . <b>CCSS: Corresponding Grade Specific Standards</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning . . . CCSS.ELA-LITERACY.WHST.9-10.1.A. Introduce precise claim(s) . . . CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s) . . .
<b>Day 2</b> Supporting Question Two	<u><a href="#">Muscogee Removal</a></u> [Part B]  <u><a href="#">Cherokee Removal</a></u> [Part A]	<b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counterclaims . . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS: Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.R.1. Read closely to determine . . . <b>[CCSS: Corresponding 9-12 Grade Specific Standards]</b> CCSS.ELA-LITERACY.RL.6.1. Cite textual evidence . . . CCSS.ELA-LITERACY.RL.7.1. Cite several pieces of textual evidence . . . CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence that most strongly supports . . . CCSS.ELA-LITERACY.RL.9-10.1. Cite strong and thorough textual evidence . . . CCSS.ELA-LITERACY.RL.11-12.1. Cite strong and thorough textual evidence to support analysis . . .
<b>Day 3</b> Supporting Question Two; Supporting Question Three	<u><a href="#">Cherokee Removal</a></u> [Parts B and C]  <u><a href="#">Strategies to Avoid Removal</a></u> [Part A]	<b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counter claims . . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>[CCSS: Grade Level Standards]</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning. CCSS.ELA-LITERACY.WHST.9-10.1.B. Develop claim(s) and counterclaims. CCSS.ELA-LITERACY.WHST.11-12.1.B. <b>Develop claim(s) and counterclaims</b>
<b>Day 4</b> Supporting Question Three; Summative Performance Task	<u><a href="#">Strategies to Avoid Removal</a></u> [Part B]  <u><a href="#">Evidence Kit</a></u> What does it mean to remove a people? Construct an argument addressing the compelling question.	<b>D1.5.6-8; D1.5.9-12.</b> Determine the kinds of sources. . . <b>D4.1.6-8; D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources... <b>CCSS.ELA-LITERACY.WHST.6-8; 9-10.1 &amp; 11-12.1.</b> Write [construct] arguments focused on discipline-specific content.
<b>Day 5</b> Taking Informed Action	<u><a href="#">Optional Extension</a></u>  <u><a href="#">Removal Today</a></u> [Parts A and B] <u><a href="#">NK360 Framework for Taking Informed Action</a></u>	<b>D4.7.6-8; 9-12.</b> Assess options for individual and collective action to address local, regional, and global . . . <b>D4.6.6-8; 9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; . . .