

CCSS: Anchor Standards

CCSS.ELA-LITERACY.CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS: Corresponding 9-12 Grade Specific Standards

CCSS.ELA-LITERACY.RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Supporting Question Two Lesson Procedures

Anticipatory Set

- Ask students if they have heard of the phrase “The Trail of Tears.”
- If yes: What do they know about it? Where did they hear about it? What comes to mind when they think about it?
- If no: What could it mean? What kind of feeling does the phrase “The Trail of Tears” leave you with?
- Students might return to the phrase “The Trail of Tears” at the conclusion of supporting question two and reflect on new understandings that they have about the meaning and significance of the phrase.

Review

- Recall with students the previous supporting question’s case study, *The Removal of the Muscogee Nation*.
- Have students share what they remember about the experiences of Muscogee Peoples before, during, and after removal.

Guided Practice, Instruction, and Formative Assessment

Part A—Protecting Homelands: Summarize

Teacher TIP: Each chapter of the case study looks at a different phase of removal, and the student tasks follow that progression. Depending on your students’ needs, you might lead the whole class through chapter one in order to reinforce the skills that are needed to interpret the different types of sources. The remaining chapters and corresponding tasks could be completed individually, in student pairs, or in small groups.

- This case study is organized into five chapters: “Early History and Relationships between Nations”; “Resisting Removal”; “Forced Removal”; “Rebuilding After Removal”; and “Reflections.” Each chapter features perspectives from contemporary Cherokee citizens and leaders as well as a variety of featured sources that together help students construct an understanding of the how the Cherokee Nation resisted removal.
- In Part A of the ***Cherokee Removal*** worksheet, students could work as a full class and look back to the sources in “Early History and Relationships between Nations” and summarize why and how the Cherokee Nation protected its homelands before removal. First, students will write a brief summary about why and how the Cherokee acted to protect their homelands. Then, students will use evidence from the sources to support their summary.

Teacher Tip:

A big idea of this case study is **resistance**. It is important to help students recognize that the Cherokee Nation tried many ways to challenge removal and that resistance took many forms. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation’s culture and sovereignty.

Guided Practice, Instruction, and Formative Assessment

Part B—Summarize and Analyze

- In Part B of the *Cherokee Removal* worksheet, students review the sources in the chapters “Resisting Removal” and “Forced Removal.” First, students summarize the pressures and divisions that the Cherokee faced before and during removal. Then, students analyze the impact of these pressures and divisions on the Cherokee’s ability to resist removal.
- Students now go to the final two chapters of the case study, “Rebuilding After Removal” and “Reflections.” Remind students to use the discussion questions at the end of each chapter to reflect on key ideas.

Check for Understanding

- Before moving to Part C of the *Cherokee Removal* worksheet, check for student understanding about a key concept in the case study: resistance. Ask students to go back to the sources in “Rebuilding After Removal” and “Reflections” and consider how rebuilding the Cherokee Nation was a way to show resistance to removal. Students should recognize that the Cherokee Nation took actions to rebuild after removal and those actions prove that the Cherokee Nation is determined to persist and look to the future. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance. The Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.

Guided Practice, Instruction, and Formative Assessment

Part C—Making Claims

- Finally, have students go back through each chapter and select three actions, along with evidence for each action, that best demonstrate Cherokee resistance to removal. Students will then construct a claim that addresses how the Cherokee Nation resisted removal.

Preview

- Next, students will build on their understanding of the Muscogee and Cherokee experiences with removal and examine the greater scope of removal as a U.S. policy.
- In supporting question three, students explore how six different Native Nations tried to avoid removal.

Supporting Question Three: How Did Six Different Native Nations Try to Avoid Removal?

Featured Sources

- **Source Set A:** Potawatomi Nation Case Study— Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set B:** Cherokee Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set C:** Seminole Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set D:** Kickapoo Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set E:** Shawnee Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set F:** Eastern Cherokee Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.

Student Tasks

- **[Strategies to Avoid Removal](#)**

Student Outcomes

KNOW

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

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

Write multiple claims supported by evidence about the strategies that different Native Nations used to avoid removal and the outcome (results) of their actions.



Standards**C3 Dimension Standards**

D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

CCSS: Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS: Grade Level Standards

CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-LITERACY.WHST.9-10.1.B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.11-12.1.B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Supporting Question Three Lesson Procedures







Anticipatory Set

Part A—If/Then

- In Part A of [Strategies to Avoid Removal](#), students complete an if/then statement. “**If** someone powerful told me I had to leave my home and move far away, **then** I would: (fight back/refuse to leave/try to change that person’s mind/leave/other).”
- Students might share their responses and reflect on the strategies they observed in supporting questions one and two.
- Explain that students will now investigate how six different Native Nations tried to avoid removal.

Guided Practice, Instruction & Formative Assessment

Teacher TIP: We recommend that students work in groups of six to investigate the source sets in supporting question two. You might choose to have all groups focus on the same Native Nation, or depending on your class size and student needs, each group could be responsible for a different Native Nation.

One Group of 6 Students		
 	 	 
Pair 1	Pair 2	Pair 3

Teacher TIP: Each student pair would be responsible for examining one text-based source and one image-based source.

- Pair 1: Treaty + Map
- Pair 2: Image + Document
- Pair 3: Quote + Object

Part B—Pair Summary

Teacher TIP: When students select a Native Nation case for further investigation, they first see an interactive graphic story that provides a summary of that nation’s experiences with removal. Students could read the summary before or after they complete the case study. The purpose of the interactive story is to give students an orientation to the choices each nation faced and a preview of the actions they took to try to avoid removal.

- In Part B of the [Strategies to Avoid Removal](#) worksheet, students first work with a partner to read or examine their two sources and discuss the questions that accompany each source.
- Then, students construct a claim about the impact of removal for the Native Nation they studied. Finally, students support their claim using evidence from the sources they examined.

Part C—Group Summary

- Once each pair within the group of six students has completed their portion of the case study, the full group should turn to Part B of the **Strategies to Avoid Removal** worksheet.
- Students first determine the action(s) that leaders and citizens of that nation took to try to avoid removal. Then, students apply evidence from the featured sources to support their claims about the results of these actions.

Note to Teachers: Each source type will give attention to different kinds of impacts that Native Peoples experienced as a result of removal. Some sources offer a clear-cut look at the impacts of removal, while other sources reveal a more nuanced understanding of the lasting effects.

Check for Understanding

- As a closing discussion, invite students to share their conclusions and cite evidence from the sources they examined.
- While interpretations of the evidence may vary, students should understand that 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.

Summative Performance Task

Student Tasks

- **Summative Performance Task: *Evidence Kit***— Build an evidence kit by selecting up to five sources that support your argument about what it means to remove a people.

Student Outcomes

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.

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.

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.

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.



Summative Performance Task

Lesson Procedures

Anticipatory Set

- Return to the compelling question: *What does it mean to remove a people?*
- You might revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined many Native Nations' experiences before, during, and after removal. It is important to help students see and appreciate that different American Indian Nations exhibited agency and reacted to issues of removal in different ways.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: *What does it mean to remove a people?*

Summative Argument

- To support students' application of evidence in building an argument, this inquiry features an interactive [evidence kit](#). Students can select and then print up to five sources that support their argument.
- It is important to note that students' arguments could take a variety of forms, including a detailed outline, graphic, presentation, or essay. Students should construct an argument in one of these forms that addresses the compelling question and acknowledges competing views, using specific claims and relevant evidence from historical sources.

Argument Stems

Teacher TIP: An argument stem serves as the thesis statement for students' arguments.

- For decades, many American Indian Nations faced enormous pressure to give up their lands. For many years, American Indian leaders made difficult choices. Native Nations planned strategically and exercised agency by relying on their community's cultural, political, and military strength to avoid removal.
- Land-hungry Americans saw economic opportunity in American Indian lands, and the pressure to remove Indians grew. Americans tried to justify their actions by saying that Indians were uncivilized people who made little use of their vast tribal 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 removing American Indians created upheaval, suffering, and death among Indian people. After arriving in new lands, they had to rebuild their communities and coexist with other Native Nations already there. However, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.
- 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. American Indian removal is an important lesson for all people today in understanding the importance of human rights, relationships between people, and the consequences of policies and actions taken by nations.

Taking Informed Action

Featured Sources

- **Source Set A:** High Tide Case Study— Examine primary and secondary sources that tell the story of a child forced to flee Afghanistan during wartime.
- **Source Set B:** Reza Case Study— Examine primary and secondary sources that tell the story of an indigenous island community that faces forced migration due to rising sea levels.

Student Tasks

- [Removal Today](#)
- **Optional Extension Task:** [NK360° Framework for Taking Informed Action](#)

Student Outcomes (Taking Informed Action)

UNDERSTAND

Examine two contemporary case studies that could be considered examples of removal today and form comparisons to their understanding of American Indian removal.

ASSESS

Determine the overarching problem or challenge presented in the contemporary case studies.

ACT

Map a detailed project plan for taking informed action. [NK360° Framework for Taking Informed Action](#)

Standards

[C3 Dimension Standards]

D4.7.6-8; 9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.6.6-8; 9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Informed Action Lesson Procedures

Anticipatory Set: Contemporary Connection

- Discuss with students the pressures they observed in the removal inquiry that pushed many Native Nations off their homelands. Student responses might highlight things like Americans' hunger for land, economic opportunity for the United States, and a belief in "Manifest Destiny."
- Ask students to consider whether there are any pressures today that might create situations where people are forced to leave their homes.
- Explain to students that they will now examine two contemporary case studies that show removal in a current-day context. Students should look for similarities and differences between these contemporary cases and the case studies of American Indian removal that they examined earlier in the inquiry.

Guided Practice & Instruction

Teacher TIP: We recommend that students work in groups of four to investigate Source Sets A and B. Each student pair would be responsible for examining one text-based source and one image-based source. (Pair 1: Document + Map; Pair 2: Image + Quote)

Teacher TIP: Have students pay attention to what forces (or pressures) might be causing contemporary examples of removal. The two featured case studies illustrate the impact of war and environmental changes as forces of removal; however, students could use these case studies as a jumping off point to explore additional current-day examples of forced removal.

Part A—Pair Summary

- In Part A of the **Removal Today** worksheet, each student first works with a partner to read or examine their two sources and discuss the questions that accompany each source. Then, students come to a conclusion about whether there is evidence that the people in the case study experienced removal.

Part B—Group Summary

- Once each pair within the group of four completes their portion of the case study, the full group should turn to Part B of the **Removal Today** worksheet.
- Students first identify the case study they examined and determine whether the case is an example of removal today. Then, students apply evidence from the featured sources to support their claim. Finally, students make connections to the inquiry by citing similarities and differences between the modern example they studied and the key understandings they have about American Indian removal.

Extension—**NK360° Framework for Taking Informed Action**

- In Parts A and B of the worksheet **Removal Today**, students practiced the first skill necessary to taking informed action: **analyze** how a problem (removal) can “manifest itself at local, regional, and global levels over time, identify its characteristics, causes, and the challenges and opportunities faced by those trying to address the problem.”⁴
- Depending on your students' needs and classroom constraints, students can use the **NK360° Framework for Taking Informed Action** to **assess**, **plan**, and **execute** the concrete steps needed to take informed action.

⁴ <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf#page=62>