

Supporting Question One: What Was the Muscogee Nation's Experience with Removal?

Featured Sources

- **Interactive Case Study**—The Removal of the Muscogee Nation: Examine primary sources, quotes, short videos, and images to better understand one nation's experience before, during, and after removal.

Student Tasks

- [*Muscogee Removal*](#)

Student Outcomes

KNOW

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.

UNDERSTAND

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.

DO

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.



Standards**C3 Dimension Standards**

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

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: Corresponding Grade Specific 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.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Supporting Question One Lesson Procedures

Anticipatory Set

Part A—Agree/Disagree

Note to Teachers: Students do not need to have background knowledge about the Muscogee Nation to complete supporting question one.

- Start by determining what students already know about the Muscogee Nation. Students' prior knowledge may vary considerably. For students with limited knowledge about the Muscogee Nation, you might first view the "Before" chapter of the interactive case study as a whole class.
- In Part A of ***Muscogee Removal***, students evaluate a series of claims about the experiences of Muscogee peoples before, during, and after removal. Before students begin their independent or small-group exploration of the full interactive case study, students determine whether they agree or disagree with the claims presented. Students will return to the series of claims after examining the full interactive case study.

Teacher TIP: Students will likely not be able to accurately assess the validity of the claims presented in Part A of ***Muscogee Removal*** until they examine the sources in each chapter. The purpose of this task is to practice the skill of re-evaluating their initial reactions to claims based on new and compelling evidence presented in the interactive case study.

Guided Practice, Instruction, and Formative Assessment

Teacher TIP: Students can work independently or in small groups to review the featured sources in each chapter ("Introduction," "Before," "During," "After," and "Reflections"). You might consider allotting two traditional class periods (50 minutes) for students to examine the full interactive case study.

Part B—Finding Evidence

- In Part B of the ***Muscogee Removal*** worksheet, students examine the featured sources in the full case study in order to find evidence that either supports or refutes the claims laid out in Part A of the worksheet.
- As students move through each chapter of the interactive case study, they can use the graphic organizer to first list the source(s) within each chapter that address a particular claim and then determine whether the evidence from the source(s) either supports or refutes the claim.

Check for Understanding

- Once students complete their review of the interactive case study, they might share their findings about the evidence that supported or refuted claims about the experiences of Muscogee peoples before, during, and after removal.
- As students discuss their conclusions, check for understanding of key content concepts: 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.

Preview

- Next, students will consider how another Native Nation actively resisted removal.
- Preview supporting question two: *How did the Cherokee Nation resist removal?*