

### 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		
 	 	 
<b>Pair 1</b>	<b>Pair 2</b>	<b>Pair 3</b>

*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.