

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.”¹
- 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.

¹ <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf#page=62>