

# University of Tennessee at Chattanooga

## Special Collections Lesson Plans

### Effects of Federal Policies Concerning Native Americans

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## **Grade Level/Subject**

US History and Geography

## **Lesson Length**

One block, approximately 75-80 minutes

## **Central Focus**

Students will examine federal documents and local artifacts to determine the effects of federal policies on Native Americans, particularly the Cherokee. The purpose of the lesson is to build upon students' prior knowledge of analyzing primary sources, Native American History, and Chattanooga history.

## **Context**

The Tennessee United States History and Geography Standards state that “the reading of primary source documents is a key feature of United States history standards.” Research conducted by Anna Stefaniak concluded that “young people who learned about local history displayed increased interest in that history, greater place attachment, civic engagement intentions, and generalized social trust” (Stefaniak, et al.). This lesson plan, informed by artifacts held by the University of Tennessee at Chattanooga Library’s Special Collections provides K-12 teachers with primary documents to use in their classrooms while meeting state standards and allowing students to reap the benefits of engaging in local history.

## **Standards**

US.02 Examine federal policies toward American Indians, including: the movement to reservations, assimilation, boarding schools, and the Dawes Act.

## **Objective**

Students will examine federal policies regarding Native Americans and the outcomes of these

## **Primary Language Function**

*Examine*

Students will examine artifacts and federal documents that pertain to federal policies regarding

## **Key Vocabulary**

Reservation, assimilation, boarding school, Dawes Act, Northwest Ordinance, Indian Removal

Key Vocabulary will be supported by PBS videos and documents/artifacts that explain or define the vocabulary.

## **Syntax and Discourse**

Students will use the conventions of document and image analysis (syntax) to draw conclusions about how federal policy affected Native Americans (discourse).

## **Accommodations**

Students help each other by working in groups. The instructor is free to roam about class, helping

## **Formative Assessment Measure**

Students will annotate the “Transcript of President Andrew Jackson’s Message to Congress ‘On

## **Materials**

Opening: PBS videos, projector and computer to display the videos to the class.

Gallery Walks: Each student will need a copy of the evidence log. Each gallery walk requires the corresponding gallery walk packet, tape to hang the artifacts, and its own wall or hallway.

Conclusion: Each student will need a copy of “Transcript of President Andrew Jackson’s Message to Congress ‘On Indian Removal’ (1830).”

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## **Procedures and Timeline**

### **Opening**

As a class, students will watch the PBS videos, “Trail of Tears” and “Native American Children: Taken from Their Families.” The instructor will then give instructions regarding the rest of the lesson. This should take approximately 10 minutes.

### **Work Session**

The teacher should divide each class into four groups before class begins. Each of the four gallery walks should be set up before the class comes into the room. Each of the four galleries should have its own wall or hallway, and the instructor should hang the artifacts on the walls. Each student should complete a document or image analysis sheet for each gallery. Depending on the school’s bell schedule, each gallery walk should take between 14 and 15 minutes, and groups will rotate stations after the timer sounds. The instructor should set a timer for the appropriate amount of time at the start of each station change. The instructor should display the timer on the projector if possible. The instructor will be free to roam from station to station, helping groups and individuals as needed.

- Gallery Walk 1: Students will examine the various artifacts hanging on the wall relating to Native American culture and answer the corresponding questions in their notebooks about the artifacts.
- Gallery Walk 2: Students will examine the various artifacts hanging on the wall relating to boarding schools and assimilation and answer the corresponding questions in their notebooks about the artifacts.

- Gallery Walk 3: Students will examine the various artifacts hanging on the wall relating to events leading to Native American Removal and answer the corresponding questions in their notebooks about the artifacts.
- Gallery Walk 4: Students will examine the various artifacts hanging on the wall relating to Native American Removal and the Trail of Tears and answer the corresponding questions in their notebooks about the artifacts.

## **Closing**

Students will read the “Transcript of President Andrew Jackson's Message to Congress 'On Indian Removal' (1830).” Students should act as Jackson’s fact-checker. As they read, students should annotate the text, underlining or highlighting parts of the speech that are inaccurate or troublesome and reference various artifacts/facts from the gallery walk that disagree with Jackson’s statements. This should take approximately 10 minutes.

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