

University of Tennessee at Chattanooga

Special Collections Lesson Plans

Effects of Federal Policies Concerning Native Americans

Table of Contents

<i>Grade Level/Subject</i>	2
<i>Lesson Length</i>	2
<i>Central Focus</i>	2
<i>Context</i>	2
<i>Standards</i>	2
<i>Objective</i>	2
<i>Primary Language Function</i>	2
<i>Key Vocabulary</i>	2
<i>Syntax and Discourse</i>	2
<i>Accommodations</i>	3
<i>Formative Assessment Measure</i>	3
<i>Materials</i>	3
<i>Procedures and Timeline</i>	3
<i>Opening</i>	3
<i>Work Session</i>	3
<i>Closing</i>	4
<i>References</i>	4



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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 policies.

Primary Language Function

Examine

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

Key Vocabulary

Reservation, assimilation, boarding school, Dawes Act, Northwest Ordinance, Indian Removal Act, Worcester v. Georgia, Treaty of New Echota, Trail of Tears.

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 individuals and groups as needed.

Formative Assessment Measure

Students will annotate the “Transcript of President Andrew Jackson’s Message to Congress ‘On Indian Removal’ (1830),” highlighting inaccuracies by referencing historical artifacts from the gallery walk as evidence.

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).”

<https://www.ourdocuments.gov/doc.php?flash=false&doc=25&page=transcript>.

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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