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Citizenship, Creativity, and Invention

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2005

Dayton Public Schools 8th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 5: Growth and Expansion

Dayton Public Schools

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INTRODUCTORY LESSON

Westward Ho! (2-3 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|---|
| <p>History:</p> <p>G. Analyze the causes and consequences of the American Civil War:</p> <p>8. Describe and analyze the territorial expansion of the United States including:</p> <p>c. Westward movement including Manifest Destiny;</p> <p>d. The Texas War for Independence and the Mexican-American War.</p> <p>Geography:</p> <p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:</p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> | <p>Core Activity</p> <p>This activity studies early United States territorial expansion and examines how westward movement of the pioneers affected the American Indians.</p> <p>Find the activity on the Web site: http://www.ecb.org/tracks/mod7.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>canal, Trail of Tears, territorial</p> |

Differentiated Learning

Enrichment Activity:

- Most people who migrated to Oregon Country were "pulled" or attracted by farming and fur trapping opportunities. Have interested students do some research and then explain what opportunities "pull" people to Oregon or elsewhere today. (Students may mention the temporary "pull" of tourism or the "pull" of Oregon's forest, service, and manufacturing industries.)
- Allow students to play the computer game: "Oregon Trail" (available through DPS Media Services).

Additional Instruction:

- Organize the class into three or four groups. Ask each group to brainstorm a list of causes for the Mexican War. Urge groups to consider events from earlier sections. Next, have groups divide their lists into short term causes and long term causes. Ask each group to decide which cause was the most important. Have group representatives share, and perhaps debate, their responses.



Northwest Ordinance (2-3 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|--|--|
| <p>History:</p> <p>G. Analyze the causes and consequences of the American Civil War:</p> <p>8. Describe and analyze the territorial expansion of the United States including:</p> <p>a. Northwest Ordinance;</p> <p>Government:</p> <p>B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy:</p> <p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p> | <p>Core Activity</p> <p>The Confederation Congress passed the Northwest Ordinance in 1787 to encourage western migration. To lure settlers, territorial leaders developed a political framework to protect liberty and property. This lesson engages learners to understand this event.</p> <p>Find the entire lesson on the Web site: http://www.lib.niu.edu/ipo/ih519802cm.html</p> <p>Language Arts</p> | <p>Northwest Territory, Frederick Jackson Turner, thesis</p> |

Differentiated Learning

Enrichment Activity:

- Display a map of the U.S. and highlight the area known as the Northwest Territory. Explain that Territory meant land and Ordinance meant rule or law.
- For advanced students in American history, the Northwest Ordinance provides a means to assess the frontier thesis of Frederick Jackson Turner. The Turner thesis, in part, contends that American culture and political ideology developed in the West and then migrated back to the East. The Northwest Ordinance predated both the Constitution and the Bill of Rights, yet contains many of their provisions. Do the various provisions of the Northwest Ordinance lend support to Turner's thesis?

Additional Instruction:

- Do an activity on the Web site
- Display a map of the Northwest Territory. Make sure that students know that this document was the first to discuss the slavery issue.

- Discuss the five states carved out of the territory, the rules to become states, and the importance of the Northwest Ordinance.

Additional Resources

- The Avalon Project at Yale Law School – Northwest Ordinance, July 13th, 1787.
<http://www.yale.edu/lawweb/avalon/18th.htm>

Informal Assessment

- Clearly marked assessment in the lesson.



**Corps of Discovery:
Voyaging with Lewis & Clark (8 days)**

| Standard: Benchmark: Indicator | Suggested Activity/Lesson | Vocabulary |
|--|---|--------------------------|
| History: G. Analyze the causes and consequences of the American Civil War: 8. Describe and analyze the territorial expansion of the United States including b. The Louisiana Purchase and the Lewis and Clark expedition; | Core Activity Students become familiar with the territory purchased as the Louisiana Territory, its importance, and the people responsible for exploring this region. Find the entire lesson on the Web site: http://score.rims.k12.ca.us/activity/corps_of_discovery/ Interdisciplinary Connections Language Arts, Art | expedition, Sacagawea |

Differentiated Learning

Enrichment Activity:

- Have students imagine they were to explore an unclaimed and uninhabited piece of land. What would they look for as resources? How would they find out if it was fit for women/ men to live in?

Additional Instruction:

- Decide on what you think Thomas Jefferson would hope the explorers would find or report to him. Would good land be important? Why?
- Discuss the key people: Lewis & Clark, York and Sacajawea and their significance to the Expedition.
- Have students create journals that they would take on a journey such as this.

Additional Resources

Supplemental Text:

- Bruchac, Joseph and Wiseman, Paula (Editor) and Roop, Peter. *Sacajawea: The Story of Bird Woman and the Lewis and Clark Expedition*. Silver Whistle Books, 2000.

Video:

- PBS – *The Journey of Sacajawea*.
- PBS – *Lewis and Clark! The Journey of the Corps of Discovery*.

Web Sites:

- Thomas Jefferson
<http://school.discovery.com/lessonplans/programs/realthomasjefferson/>

- Lewis & Clark: Journals of the Trip -
http://www.libarts.wsu.edu/history/Lewis_Clark/LCEXP_Primarysrcframe1.htm
- Lewis & Clark Expedition
<http://www.mt.net/~rojomo/landc1.htm>
- Meriwether Lewis
<http://www.cp.duluth.mn.us/~tmcs/lewis.htm>
- PBS – *Lewis & Clark – The Journey of the Corps of Discovery* -
<http://www.pbs.org/lewisandclark>
- William Clark
<http://www.cp.duluth.mn.us/~tmcs/Clark.htm>
- Lewis & Clark National Trail Home Page
<http://www.nps.gov/lecl/>
- Sacajawea: Picture of Sacajawea
<http://www.umn.edu/partv/famus/paint/sacajawe.htm>



What's The Deal? (7-8 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|--|--|
| <p>History:</p> <p>G. Analyze the causes and consequences of the American Civil War:</p> <p>8. Describe and analyze the territorial expansion of the United States including:</p> <p>a. Northwest Ordinance;</p> <p>b. The Louisiana Purchase and the Lewis and Clark expedition;</p> <p>c. Westward movement including Manifest Destiny;</p> | <p>Core Activity</p> <p>This lesson uses graphic organizers, Venn diagrams, historical maps, and research to engage students in the study of the Louisiana Purchase and Lewis and Clark's exploratory expedition. Students will show evidence of their learning through the creation of journals that include writing, mapping, and the creating of a time line.</p> <p>Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Whats_the_Deal.pdf</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>Ambassador, artifact, botany, cache, celestial navigation, compass, conflict, continental divide, contiguous, corps, expedition, interpreter, Louisiana Purchase, Missouri Compromise, negotiate, provisions, specimen, tributary</p> |

Differentiated Learning

Enrichment Activity:

- The Web site makes suggestions for enrichment activities.

Additional Instruction:

- The Web site shares ideas for additional instruction.

Additional Resources

Web site:

- PBS – Lewis & Clark: Journey of the Corps of Discovery.
<http://www.pbs.org/lewisandclark>

Informal Assessment

Clearly marked assessment in the lesson.



**Turning Point in History: The War of 1812-
Should it Be Called the Second War
of American Independence? (5 - 10 days)**

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|---|--|
| Social Studies Skills and Methods: C. Present a position and support it with evidence and citation of sources: 2. Construct a historical narrative using primary and secondary sources. | Core Activity Students are "news correspondents - investigative reporters" and will research one or more battles, or events, of the War of 1812. Students will write an original article to decide if the War of 1812 should be referred to as the Second War of Independence and why or why not. Find the entire lesson on the Web site http://score.rims.k12.ca.us/activity/second_war_independence/ Interdisciplinary Connections Language Arts | broadships, blockade, impressments |

Differentiated Learning

Enrichment Activity:

- Students access the credibility of primary and secondary sources and draw conclusions based on them. Students will be using War of 1812 documents.

Additional Instruction:

- Use KWL chart as you use Web information.
- Have students create a large mural depicting an event of 1812. Students will be discussing this with the class. Students can take this mural and write a historical narrative about what they see.

Additional Resources

Video:

- History Channel – *War of 1812*

Informal Assessment

- Clearly marked assessment in the lesson.

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|--|---|
| <p>People in Societies:</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</p> <p>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</p> | <p>Core Activity</p> <p>Students will be able to draw conclusions about the rights denied women in early U.S. history, after considering the list of demands drafted at the Seneca Falls Convention (1848) and analyze the arguments for denying equal status to women, presented in <i>Bradwell v. Illinois</i> (1873).</p> <p>Find the entire lesson on the Web site: http://www.maxwell.syr.edu/plegal/Lessons/Epg/epg2.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>enunciated, second-class citizens, feminists, Elizabeth Cady Stanton, Susan B. Anthony, Seneca Falls Convention, 14th Amendment</p> |

Differentiated Learning

Enrichment Activity:

- Have students go to the library and research the Seneca Falls Convention NY of 1848.
- Based on multiple intelligence theory, do the following:
 - Linguistic: Have students pretend that they are newspaper journalists. Based on Handout 2A in the lesson, have students write an "attention grabbing" headline and a newspaper article about the Seneca Falls Convention. Students should select which headline they believe will attract the most readers.
 - Research *Bradwell v. Illinois*. Have students compare the arguments they developed to support Mrs. Bradwell, with the actual arguments made by Bradwell's attorneys. Ask students whether or not they agree with the reasons supporting the decision reached by the majority in the case.
 - Logical/Mathematical: Invite a speaker to discuss the controversy over which sex will do better in mathematics. Have the speaker review early beliefs and recent studies. Students should then determine what view they agree with and cite specific examples from their own education and family life to support their view.
 - Kinesthetic: Ask students to assume that a pro-feminist group has gathered in Seneca Falls today to write a Declaration of Rights for Women. Have each student develop their own Declaration of Women's Rights. Students should be prepared to present their declaration to the class justifying the demands that they have included in their document.

- Spatial: Have students create a visual flow chart or timeline using various colors to demonstrate how women have obtained rights in the U.S. Students will need to research numerous laws and constitutional amendments to show how women have achieved the right to property, the right to vote, and equal rights in the workplace, etc.
- Intrapersonal: Have students explain their feelings about the role of women in the nineteenth century. Ask students if they were living at that time, would they have attempted to change the role of women and would they have participated in the Seneca Falls Convention in 1848. Have the class discuss the differences in the responses of both male and female students.
- Musical: Play the song *I Am Woman* sung by Helen Reddy and have students discuss the meaning of the song following along with the written words on paper.
- Students should be divided into groups of approximately four each. Each group should examine how each of its members completed Handout 2.A. They should select the **two** conditions about which group members are most unsure whether or not there has been change since 1848. Using the library, the Internet, and personal interviews, the group should determine whether or not these conditions have changed for women since 1848. Each group should be assigned to present their findings to the class, using specific examples found in their research to support their conclusions.
- Research the *Bradwell v. Illinois* case. Have students compare the arguments they developed to support Mrs. Bradwell with the actual arguments made by Bradwell's attorneys. Ask students whether or not they agree with the reasons supporting the decision reached by the majority in the case.

Additional Instruction:

- Interpersonal: Divide the class into groups of four students each. Have each group recreate the Seneca Falls Convention with three members of the group assuming the role of a key figure at the meeting such as Elizabeth Cady Stanton or Lucretia Mott, etc. The group will then design a bill of rights for women at that time. The fourth member of the group will be an observer. The observer will concentrate on the following: Did the group accomplish its goals? What were the formal and informal roles in the group, such as someone who supported others, someone who dominated, someone who summarized etc?

Additional Resources

Supplemental Text:

- "The Amazonian Convention"
<http://www.historymatters.gmu.edu/d/6725>

Video:

- PBS – *"Not For Ourselves Alone"*.

Web sites:

- Political Culture and Imagery of American Woman Suffrage.
<http://www.nmwh.org/exhibits/intro.html>
- PBS – *Seneca Falls Convention*.
http://www.pbs.org/stantonanthony/resources/index.html?body=seneca_falls.html

Informal Assessment

Clearly marked assessment in the lesson.



**Building America's Industrial Revolution:
The Boott Cotton Mills
of Lowell, Massachusetts (1-2 days)**

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|--|-----------------|
| <p>Geography:</p> <p>C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment:</p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> | <p>Core Activity</p> <p>Students learn how technology applied to textile mills revolutionized industry, in turn affecting mill architecture, city planning, and transportation.</p> <p>Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/21boott/21boott.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>millyard</p> |

Differentiated Learning

Enrichment Activity:

- Have students speculate how mills such as Boott Mills were built without steam shovels or modern equipment. Have students create a list brainstorming ways this might have been accomplished.

Additional Instruction:

- Many materials were needed for the construction of a mill such as the Boott. Have students compile a list of the basic things necessary to build a mill (construction materials, equipment, and people). Remind them that early in Lowell's history there were no cranes or steam shovels. Ask them to speculate on how a four- or five-story mill building would have been constructed--for example, how would you move heavy bricks to upper portions of a wall or how would you dig a deep canal for waterpower? Discuss the lists to elicit understanding of the complexity of industrial start-up. (You may wish to have an architectural historian or someone in the building trades discuss the lists with the students.) Students who are particularly interested in how textile mills were constructed and operated might elect to build a three-dimensional model of a mill and explain what would be a proper location for it. David McCauley's *Mill* (Boston: Houghton Mifflin Co., 1983) is a particularly useful source for this activity
- Construction of industrial sites moved at a rapid pace in the first years of the development of Lowell. Have students assume the roles of local farmers and villagers taking part in a town meeting. Based on what they have read and the visual material they have studied; have them consider the amount of construction that took place in Lowell's early years. Have several students make short speeches describing 1) the frenzied pace of construction, 2) their reaction to the types of activities they have witnessed, and 3) the changes to the land. Now have several other students discuss what would happen to their current ways of life if their own neighborhoods suddenly underwent such rapid and dramatic changes.

Additional Resources

Supplemental Texts:

- For further reading about the development of the textile mills in Lowell and America's Industrial Revolution consider the following useful works: David Macauley, *Mill* (Boston, Houghton Mifflin Co., 1983) and William H. Pierson, *American Buildings and Their Architects: Technology and the Picturesque, the Corporate and the Early gothic Styles* (New York: Doubleday and Company, 1978). Sources for related topics include Thomas Dublin, *Farm to Factory: Women's Letters 1830-1860* (New York: Columbia University Press, 1981; revised edition, 1993) which includes primary sources related to Lowell's early women mill workers and Katherine Patterson, *Lyddie* (New York: Lodestar Books, 1991) which is a historic novel based on factual accounts of Lowell's "mill girls."

Video:

- PBS – *Mill Times*

Web site:

- History matters: "The Lowell Mill Girls Go on Strike, 1836."
<http://www.historymatters.gmu.edu/d/5714>
- Who Made America? – Francis Cabot Lowell
http://www.pbs.org/wgbh/theymaeamerica/whomade/lowell_lo.html

Informal Assessment

Teachers can create their own assessment based on the lesson content.



The Ohio & Erie Canal: Catalyst of Economic Development for Ohio (1-3 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|---|------------------------------|
| Geography: D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns: 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States. | Core Activity Students compare the economy of Ohio before and after the completion of the canal system, identify industries that were made possible by the construction of the Ohio & Erie Canal, and analyze the development of transportation routes in their own community and determine how these routes affected their local economy. Find the entire lesson on the Web site: http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/41ohio/41ohio.htm Interdisciplinary Connections Language Arts | mule skinner, lake freighter |

Differentiated Learning

Enrichment Activity:

- Using the information provided in the lesson for background, have students pretend to be a canal construction worker, a captain (or wife of a captain), or a crew member on a canal boat. (You may also want to read the lesson plan introduction to students.) Have them write diary or journal entries about what life might have been like for such a person living on the Ohio & Erie Canal during its heyday. Have students compare accounts and summarize the different aspects of life described.

Additional Instruction:

- **The Importance of Transportation Systems:**
The canal system in America was just one step in the evolution of our country's transportation network. Have students work in groups of five or six and use their textbooks to create a time line or illustrated map of the nation's transportation history. Then, to help students understand the impact of transportation on their own community, have each group research one local transportation route or transportation system. This could be a major interstate highway, local airport, subway system, ferry port, or train station. They might compare the community's economy before and after the transportation system was built, describe new businesses brought to the area, and list the types of goods exported via this transportation route. To gather information on how their regional transportation systems evolved, students might contact a local transportation office, use newspaper archives, research collections at local historical societies, or conduct interviews with area residents.

- The group should use their findings to create a local time line or map for the transportation history of their community and compare it with the time line or map they prepared for the national system. Have them note the relationships between the two time lines or maps and determine if their community's transportation system differed in any way from national developments. If there are significant differences, have students research why that was the case. Have the groups make presentations describing their projects, and use those presentations as the basis for class discussion.

Additional Resources

Web Sites:

- CanalWay Ohio
<http://www.canalwayohio.com/>

Informal Assessment

Teachers can create their own assessment based on the lesson content.



Increasing Opportunities for Involvement (2-3 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|--|
| Citizenship Rights and Responsibilities: A. Show the relationship between civic participation and attainment of civic and public goals: 2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including: a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning. | Core Activity Students will explore how opportunities for civic participation expanded during the first half of the 19 th century, including nominating conventions, expansion of the franchise, and active campaigning. Students will use research materials, a graphic organizer, short answer responses, and cooperative learning. Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setE/C8A2_Increasing_Opportunities_for_Involvement.pdf Interdisciplinary Connections Language Arts | suffrage, universal suffrage, franchise, candidate, caucus, political party, nominating conventions, delegates, political campaign |

Differentiated Learning

Enrichment Activity:

- The Web site makes suggestions for enrichment activities

Additional Instruction:

- The Web site shares ideas for additional instruction.

Additional Resources

Web site:

- See full lesson for additional resources.

Informal Assessment

Clearly marked assessment in the lesson.

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|---|---|--|
| <p>Economics:</p> <p>B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence:</p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p> <p>Citizenship Rights and Responsibilities:</p> <p>A. Show the relationship between civic participation and attainment of civic and public goals:</p> <p>2. Explain how the opportunities for civic participation expanded during the first half of the 19th century including:</p> <p>a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning;</p> | <p>Core Activity</p> <p>This lesson focuses on the presidency of Andrew Jackson with special emphasis on historical themes such as the expansion of democracy, internal improvements, the nature of the federal union, and the competing forces of nationalism and sectionalism.</p> <p>Find the entire lesson on the Web site: http://aam.wcu.edu/kehoe/aamunitplan.html</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>nationalism, sectionalism, tariff, states' rights</p> |

Differentiated Learning

Enrichment Activity:

- Have students work in small groups to reenact parts of the campaign of 1824. Groups should choose a candidate; assign researchers, artists, and writers; create posters; and write and deliver a campaign speech.

Additional Instruction:

- When students have finished reading about the protective tariff of 1816 (either from the lesson site above or from their text) organize the students into groups of four. Have group members assume the roles of a farmer from Kentucky, the owner of two merchant ships from Boston, a textile-mill worker in Rhode Island, and a plantation owner from South Carolina. Have students conduct a discussion about which of these four characters protests or defends the tariff, explaining how it will help or hurt his or her industry or economic class.

Additional Resources

Supplemental Texts:

- Anderson, William L., (ed). *Cherokee Removal: Before and After*. Athens, GA: University of Georgia Press, 1991.
- Richard E. Ellis, *The Union at Risk: Jacksonian Democracy, States' Rights, and the Nullification Crisis*, New York, 1987.
- Finger, John R., *The Eastern Band of Cherokees 1819-1900*. Knoxville: University of Tennessee Press, 1984.
- Richard B. Latner, *The Presidency of Andrew Jackson: White House Politics 1829-1837*, Athens, GA: The Univ. of GA Press, 1979.
- Neely, Charlotte, *Snowbird Cherokees: People of Persistence*. Athens, GA: University of Georgia Press, 1991.
- Perdue, Theda and Michale D. Green, (eds). *The Cherokee Removal: A Brief History with Document*. Boston: Bedford Books, 1995.
- Phillips, Joyce B., and Paul Gary Phillips, (eds). *The Brainerd Journal: A Mission to the Cherokees, 1817-1823*. Lincoln: University of Nebraska Press, 1998.
- Arthur M. Schlesinger Jr., *The Age of Jackson*, Boston: Little, Brown, 1946.

Video:

- *Andrew Jackson*, A&E Biography.
- *Cherokee: The Principle People*, video produced by the Museum of the Cherokee Indian.

Web Sites:

- Link to Andrew Jackson's home
<http://www.thehermitage.com/>
- Trail of Tears links:
 - <http://ngeorgia.com/history/nghisttt.html>
 - <http://pages.tca.net/martikw/>
- The Bank War
http://www.ushistory.org/tour/tour_2bank.htm
- Biographies of Jackson:
 - <http://www.whitehouse.gov/history/presidents/aj7.html>
 - <http://gi.grolier.com/presidents/aae/bios/07pjack.html>
- The Presidents: Andrew Jackson
http://www.pbs.org/wgbh/amex/presidents/07_jackson/

Informal Assessment

Clearly marked assessment in the lesson.



Indian Removal (1 day)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|---|---|
| <p>Citizenship Rights and Responsibilities:</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today:</p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <p>c. Jackson and his role in Indian removal;</p> <p>People in Societies:</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p> <p>Geography:</p> <p>D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns:</p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p> | <p>Core Activity</p> <p>Students examine President Andrew Jackson's Indian removal policy.</p> <p>Find the entire lesson on the Web site: http://www.digitalhistory.uh.edu/historyonline/us12.cfm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>aborigines, philanthropy, savage</p> |
| <p><u>Differentiated Learning</u></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none">Examine Jackson's Indian proposal. Examine both sides of the issue. Make arguments, pro and con, for Indian Removal.Have students write, either as a group or individually, the opening to an epic poem on the "Trail of Tears" from the Cherokee perspective. Then have them present this to the class. | | |

Additional Instruction:

- Have students write a short biography on Andrew Jackson. Discuss other major events during his presidential term.
- Ask students to complete two assignments: 1) Trace the two routes on a map and identify the present day state the Cherokees crossed during the Trail of Tears; 2) Research the kinds of terrain and climate the Cherokees endured during their ordeal.
- After completing these two parts ask the students why the Cherokees were so upset to move - or any tribes for that matter (have always had huge masses of land to their own, they were here first) - and ask how they would feel if they were told to move to a tiny enclosed area/reservation.

Additional Resources

Supplemental Texts:

- Hampton, Henry, *Voices of Freedom* , Bantam Books, New York, NY., 1990

Web Sites:

- Indian Removal Act of 1830
http://www.studyworld.com/indian_removal_act_of_1830.htm
- Principal Players in the Indian Removal Act -
<http://www.catawba.k12.nc.us/techtrac/plus/taylor/who's%20who.htm>
- Freedom A History of U.S.:
http://www.pbs.org/wnet/historyofus/web03/segment7_p.html

See lesson Web site for further sites



The Trail of Tears Unit (4 days)

| Standard: Benchmark: Indicator | Suggested Strategies/Lessons | Vocabulary |
|--|--|---|
| <p>People in Societies:</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p> <p>Citizenship Rights and Responsibilities:</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today:</p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <p>c. Jackson and his role in Indian removal;</p> <p>People in Societies:</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict:</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p> <p>Citizenship Rights and Responsibilities:</p> <p>B. Identify historical origins that influenced the rights U.S. citizens have today:</p> <p>Geography:</p> <p>D. Explain reasons that people, Products, and ideas move from place to place and the effects of that movement on geographic patterns:</p> | <p>Core Activity</p> <p>This country was formed on the premise “that all men are created equal.” However, one of the most brutal stories in history took place in this country. It is known as the Trail of Tears. Students will investigate this tragedy through personal accounts of the people involved.</p> <p>Find the entire activity on the Web site: http://www.lessonplanspage.com/SSLAMDTrailOfTearsUnitIdeas68.htm</p> <p>Interdisciplinary Connections</p> <p>Language Arts</p> | <p>Cherokees, Trail of Tears, commodity, migration, missionary, stockades</p> |

3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

Differentiated Learning

Enrichment Activity:

- Have students research and find how Native Indian tribes were affected by this law.

Additional Instruction:

- Discuss hardships faced by Native Americans.

Additional Resources

Supplemental Texts:

- Pages 13-16 of "Teaching with Documents" offers the document "Census of Cherokees in the limits of Georgia 1835." Examine and analyze this document.

Web Sites:

- The Trail of Tears
<http://ngeorgia.com/history/nghistt.html>
- All Things Cherokee
<http://www.allthingscherokee.com/>
- A brief History of the Trail of Tears
<http://www.cherokee.org/Culture/HistoryPage.asp?ID=2>
- Samuel's Memory
<http://cherokeehistory.com/samuel.html>

Community Connections

- If possible invite a speaker from the Miami Valley Native American Society to your classroom.