

Secondary / ESL Lesson Plan - US History - Indian Removal Act and Trail of Tears

Name: Anton Brinckwirth	Lesson Topic: Indian Removal Act of 1830 and the Trail of Tears
Content Area : ESL / US History to 1865	Grade Level(s): 11th and 12th Grade

Lesson Content

Background Information – *The Indian Removal Act and Trail of Tears lessons are situated in the standard 11th and 12th-grade US History curriculum in the instructional sequence for Expansion and Reform: 1801 to 1861. This content is important for students to learn to give them an accurate account of U.S. history that is not laced with USA propaganda and how you The lesson will be conveyed in a manner that allows students to critically analyze and interpret one of the saddest chapters in American history.*

Relevance: The Chickasaw, Choctaw, Cherokee, Creek, and Seminole Nations already inhabited and thrived the lands that would become the Southeast region of the United States, hundreds and even thousands of years before European settlers arrived.

Context: The collective suffering of Indigenous people in the Western Hemisphere, and particularly in the lands known today as North America, should have the opportunity to tell their story. It is their story. The SOL is clear. Perhaps there are additional opportunities in this lesson to learn the content while thinking about bigger ideas having to do with principles of diversity, equity and inclusion.

Rationale: In a society driven by patriotism and the “American” dream, it is essential that students’ judgment is not clouded with propaganda when studying U.S history.

Purpose: To teach students to articulate their understanding of INdian Removal Act and the Trail of Tears in historical, geographical, social and political contexts.

VSOLs/CCSSs Addressed:

STANDARD USI.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
g) explaining connections across time and place.

STANDARD USI.8c

The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by:
c) explaining the impact of westward expansion on American Indians.

Learning Targets

As a result of this lesson, students will...

<p>Explore the following ESSENTIAL QUESTIONS...</p> <ul style="list-style-type: none">● Whose perspective should tell the Trail of Tears story?● How were the Chickasaw, Choctaw, Cherokee, Creek, and Seminole Nations impacted by the Indian Removal Act	<p>UNDERSTAND THAT...</p> <ul style="list-style-type: none">● The forced removal of the Chickasaw, Choctaw, Cherokee, Creek, and Seminole Nations from their native homelands, at the hands of the U.S. government, was unconstitutional, unnecessary, and morally wrong.
<p>KNOW...</p> <ul style="list-style-type: none">● President Andrew Jackson authorized the Indian Removal Act that displaced tens of thousands Chickasaw, Choctaw, Cherokee, Creek, and Seminole Nations.● The Trail of Tears story from Native perspectives.	<p>BE ABLE TO (DO)...</p> <ul style="list-style-type: none">● <i>Analyze and interpret historical data and information regarding the Indian Removal Act and Treaty</i>● <i>Describe the Indian Removal Act and Treaty</i>● <i>Describe the Cherokee, Choctaw, Chickasaw, Creek, and Seminole Nations and their plight as a result of the Indian Removal Act.</i>● <i>Describe with a map, the various Trail of Tears routes used during removal.</i>● <i>Explain the conditions and outcome of the IRA and Trail of Tears in historical and social justice contexts.</i> <p><i>B. Related to Language (i.e., LANGUAGE OBJECTIVES)</i></p> <ul style="list-style-type: none">● <i>Use the words and terms from vocabulary list A to discuss or inform on the Indian Removal Act and Treaty in a historical context.</i>● <i>Use the words and terms from vocabulary list B to discuss or inform on the IRemoval Act and Treaty in a social justice context.</i>● <i>Learn to harness collaboration opportunities and authentic immersion opportunities to practice the L2 academically and socially with L1 peer EFL learners abroad.</i>● <i>Engage in meaningful discourse to deepen understanding, widen perspectives, and foster new connections with EFL learning peers abroad.</i>

Plan for Assessment

Assessment #1

Learning target(s) for which you will collect data (write out): Students will be able to analyze, interpret and make informed statements about the plight of Cherokee, Choctaw, Chickasaw, Creek, and Seminole Nations during the Indian Removal Act of 1830. The lesson will be delivered with emphasis on historical, geographical, and social justice contexts.

Type of Assessment (choose and highlight one):

- Diagnostic Assessment or Pre-Assessment (before the lesson)
- Formative Assessment (during the lesson)
 - Graphic organizer
 - Think-pair-share
 - Other, teacher observation
 - 1-minute essay and/or exit ticket
- Summative Assessment (after the lesson)
 - Multimedia product that captures for a wide range across the DoK spectrum.

Possible Options:

- Previous class work
- Graphic organizer
- Journal entry
- Think/Pair/Share
- 1-minute essay
- Problem set
- Strategic questioning
- Learning/response log
- Exit ticket
- 3-2-1 countdown
- Other

Specific Plan (*What does the assessment entail, and what evidence will help you determine students' progress towards the learning target(s)?*):

Visual organizer: Students will complete the organizer in the material set with a learning peer. They paired students will collaboratively unpack the content and work through the organizer to answer main questions and identify the key concepts presented in the material set.

Exit ticket: Students will complete an exit ticket at the end of class with four items checking students mastery of the content covered in the collaborative group work and presentations using the various material sets. Exit tickets will include four items; Two items will be one-word fill-in-the-blank responses. Two items will be to respond to questions about the reading, image, map, or biography presented in the Material Sets covered by each pair in the base group and then presented to the base group as a whole.

Product emphasis: Reading and writing.

Assessment #2

Learning target(s) for which you will collect data (write out):

- Describe the Indian Removal Act and Treaty
- Describe the Cherokee, Choctaw, Chickasaw, Creek, and Seminole Nations and their plight as a result of the Indian Removal Act.
- Describe with a map, the various Trail of Tears routes used during removal.
- Explain the conditions and outcome of the IRA and Trail of Tears in historical and social justice contexts.

Voice recordings: Students will make a voice recording of their presentation and post it to a voiceboard application, ideally within the school's LMS. Capturing the presentations on video with Zoom, YouTube, or Echo360, would be the optimal scenario. However, video file sizes are massive and cumbersome for instructors with large-sized classes. These are major considerations for instruction and assessment. Audio clips are more manageable in size and format. Video is great, but lack of video will not impact assessment, provided a quality audio recording is made of the assessment. With audio instructors can more seamlessly collect assessment data for interpretive and expressive communicative. Speaking and listening assessments in audio format are easily delivered, evaluated and archived. assessment product for learners of ESL and World Languages; relevant samples of the students expressing their understanding of the learning content.

Product emphasis: Speaking and listening

Type of Assessment (choose and highlight one):

- Diagnostic Assessment or Pre-Assessment (before the lesson)
- Formative Assessment (during the lesson)
 - Graphic organizer
 - Think-pair-share
 - Other, teacher observation
 - 1-minute essay and/or exit ticket
- Summative Assessment (after the lesson)
 - Comprehensive quiz that tests for a wide range across the DoK spectrum.

Possible Options:

- Previous class work
- Graphic organizer
- Journal entry
- Think/Pair/Share
- 1-minute essay

- Problem set
- Strategic questioning
- Learning/response log
- Exit ticket
- 3-2-1 countdown
- Other

Specific Plan (What does the assessment entail, and what evidence will help you determine students' progress towards the learning target(s)?):

- **Diagnostic Assessment or Pre-Assessment:** Prior to the first lesson, students will spend a full class session learning the story of the Trail of Tears. They will view an instructor-curated video that retells the story in a compelling age-appropriate way, with the instructor pausing the video at key moments to insert commentary. The session will end with a 5-minute think-pair-share with a partner and then sharing with the basegroup. A vocabulary list will be disseminated that names the Nations impacted by the Indian Removal Act and Treaty and introduces vocabulary that students can use to reflect on their learning during the activities (e.g., decimate, nadir, assimilate, annihilate, starvation, cede, succumb, etc.). This pre-lesson exercise sets up the main lesson and provides the instructor with ample opportunity to retrieve diagnostic or pre-assessment data.
- **Formative Assessment:** During the 2 main parts of this lesson (delivered over two complete class sessions), will include graphic organizers and exit tickets the students will submit to the instructor, and they will include interactive collaborative activities that will give the instructor an opportunity to observe and listen to students as they go through the motions.
- **Summative Assessment:** After the lesson, the instructor will have recorded data from the various collaborative activities, presentations and the international telecollaboration activity with students abroad. These multimedia recordings will provide the instructor with accurate samples of students' engagement with the lesson and their acquisition of knowledge and understanding on the subject of the IRA and the Trail of Tears.

Lesson Sequence

DAY 1

<i>Steps in the Lesson (including Timing and Modalities & Resources Utilized)</i>	<i>Planning for Student Diversity / Instructional Scaffolds</i>
<p>DAY 1: The lesson will break down into the following four components:</p> <ol style="list-style-type: none"> I. Learning the facts from guided instruction II. Learning from instructor-curated media content III. Jigsaw cooperative learning activity IV. Student Pairs Return to Base Groups to share findings <p>I. Learning from Guided Instruction (8 minutes)</p> <ol style="list-style-type: none"> 1. Trail of Tears and Indian Removal Act lesson introduction and summary presented by instructor (6 minutes) 2. Learning targets are stated (1 minute) 	<ul style="list-style-type: none"> ● To ensure equity and inclusion and to build on learners' diversity, a jigsaw activity will be implemented to diversify content sources, materials, activities, and student perspectives, while giving students an opportunity to collaborate with partners and in their base groups. The second part of the activity ● Guiding questions: <ul style="list-style-type: none"> ○ <i>The instructor will present a 30-minute docudrama video on Trail of Tears prior to the start of the lesson on the Indian Removal Act (IRA).</i>

3. Expectations for behavior and conduct are conveyed and clarified (1-minute)

II. Learning from Instructor-curated Online Videos (13 minutes)

1. Present the 2 curated online videos listed below. Both are short, compelling, and packed with relevant content based on historical facts and timeline of events. The videos were curated on brevity, depth of content, and a presentation style and academic level appropriate for 11th and 12-grade students:
 - a. Online VIDEO 1 *The Indian Removal Act Explained in 5 Minutes: US History Review* (5:20) [[LINK](#)]
 - b. Online VIDEO 2 *History Brief: Indian Removal* (7:18) [[LINK](#)]

III. Cooperative Learning (30 minutes)

If the class has 25 enrolled students, create 4 base groups with 6 students in each group. Create three pairs of students within the base groups.

Each pair of students will select one of three jigsaw activities. Student pairs will break out to explore their activities collaboratively with the materials provided and access to online resources, albeit limited in scope due to the district's IT policies on program usage and Internet searches. During the collaborative exchange, each pair will note the most compelling facts and findings through the jigsaw activity.

Jigsaw Activity

Select one of three material sets. Each set includes learning materials and a graphical organizer to help students identify four key ideas about the Trail of Tears through collaborative exploration of the instructor-curated content with a peer-learning partner. Each material set includes a short reading, a map, and an image representative of the Trail of Tears.

A graphic organizer will provide a path for students to critically analyze each item in the material set and identify three key ideas or takeaways from their material set takeaways from the readings, maps,

- *A 15-minute guided think-pair-share discussion will allow students to answer questions about the concept of homeland, native rights, and the concept of forced removal. Students will hold this discussion in their base groups to build on learner diversity and ensure equity.*
- *There might be challenges for students of indigenous heritage, particularly in EL groups, where some students have seen, through real-life experiences, the systematic mistreatment and marginalization of indigenous peoples. This lesson can be an opportunity for them to shape their understanding that they have no fault or shame stemming from the removal or expulsion indigenous peoples from their native lands, a practice whose outcomes can still be seen in Latin America today.*
- *The knowledge gained in this lesson is designed to break down barriers by reviewing the various perspectives and allowing students to make their own judgments about the IRA in the context of American history.*
- *Universal Design for Learning (UDL) will be used as the framework for this lesson that includes differentiated activities, materials, and source perspectives to ensure that all students can access the content and learning activities.*
- *The activities designed for the lesson will inherently give the instructor ample opportunities to acknowledge and value each student's contributions. Among these include the a) In-class teacher observations of students during the collaborative activities on DAY 1, b) the telecollaboration session with peer EFL learners abroad on DAY 2, and c) the differentiated review and discussion activities on DAY 3,*

and images as they relate to the Trail of Tears they were able to glean from the materials to share with the base group and your base groups (Six students per group).

1. **Material Set 1** for Pair 1

- a. Reading 1: Excerpt from Andrew Jackson's Speech to Congress on Indian Removal
- b. Map 1: Routes of Removal for each Nation
- c. Image 1: *Trail of Tears* painting by Robert Lindneux (1942) commemorates suffering of Cherokee people under forced removal
- d. Biography 1: Sequoyah
- e. Visual organizer 1: Leads learners to four key ideas from the items in the material set

TASK: Share the four key ideas with your base group and use the materials to support your presentation

1. **Material Set 2** for Pair 2

- a. Reading 2: Excerpt from Supreme Court Decision, *Worcester v Georgia*
- b. Map 2: Trail of Tears Context Map (major cities, statistics, events)
- c. Image 2: *Choctaw Trail of Tears* painting by Robert Lindneux (1942)
- d. Biography 2: John Ross, Cherokee Principal Chief
- e. Visual organizer 2: Leads learners to four key ideas from the items in the material set

TASK: Share the four key ideas with your base group and use the materials to support your presentation

2. **Material Set 3** for Pair 3

- a. Reading 3: *Farewell Letter to the American People (1832)*, written by George W. Harkins, Choctaw Chief

For ESL Lesson plans – this section should focus on *specific* differentiation strategies ELs and/or different WIDA levels from course readings, lectures, strategies, journals, etc.

- Instruction will be differentiated with readings, analysis of maps, images and artwork.
- The base groups will be formed with varying levels in each group. The difference in proficiency level will allow students to assume roles and learn from a peer with more advanced skills.
- The project criteria offers one of two options; a slideshow with a pre-recorded narration or video with pre-recorded narration.
- The activity requires students to practice speaking, listening, reading and writing throughout the project.
- The activity is spread across 5 days = 5 hours. The sixth day is reserved for presenting the students' slideshows and videos.

(a) Explain in detail how you would execute this strategy (imagine handing this to a substitute teacher, would they know what to do based on how you laid out instructions?)

It would be very difficult to hand this off to a teacher without experience in telecollaboration. The original telecollaboration activity can be carried out without an international dynamic. Simply, pair the students in the class to act as discussion partners.

(b) Goal is to differentiate *language* while maintaining the *grade level rigor* of the content.

Two thematic vocabulary lists associated with the topics of both lessons will help to differentiate language while maintaining the grade level rigor of the content.

The first vocabulary list supplements the content presented for the first

- b. Map 3: Choctaw Trail of Tears Removal Route
- c. Image 3: Photograph of two girls of the Choctaw Nation
- d. Biography 3: President Andrew Jackson
- e. Visual organizer 3: Leads learners to four key ideas from the items in material set 3

TASK: Share the four key ideas with your base group and use the materials to support your presentation

IV. Student Pairs Return to Base Groups to share findings

Student pairs will take two minutes per pair to present four key concepts from their material set.

lesson; Indian Removal Act and Trail of Tears from a cultural and historical perspective.

The second list is for the collaborative discussion about Trail of Tears from a social justice perspective.

DAY 2

DAY 2: The lesson will break down into the following components:

There are two possibilities for collecting data that demonstrates students learning for the day:

1. Record and archive the paired student Zoom interactions from the day’s learning activity. The instructor can access the recordings at a later time for evaluation and assessment.
2. Have the students make a 2-to-3-minute voice recording and post it to a voiceboard in the LMS. The archived recording will serve as an assessment marker on the language learning timeline.

Products - Speaking and Listening

Telecollaboration Session

The main activity for the lesson on Day 2 is a 45-minute telecollaboration session that connects the entire class with a classroom of EFL learners in a pairs all students (ELs included) with a learning peer from a high school in Mexico where students will have studied the same Trail of Tears content in lessons leading up to the telecollaboration session.

The students will have a conversation and answer a set of questions provided to both groups in advance. Both groups of students will arrive at the session prepared to discuss the content in the context of social justice.

Students will answer questions that help them recall key concepts from previous lessons in the unit, such as Lesson #1, to make informed statements about the Trail of Tears.

The students in Mexico can reflect on mistreatment of Indigenous peoples in the context of Mexican history and culture. Students can offer personal perspectives and compare the plights of Indigenous people in the U.S. and Mexico. How were these realities similar? How were they different?

Both student groups will receive the same materials. The materials are co-designed by the cooperating instructors for optimal alignment. A visual organizer will also be provided to help students tap into the bigger idea that Indigenous peoples in the U.S. and Mexico suffered horrific social injustices at the hands of the oppressive governments that mistreated and marginalized native people in countries and continue to do so today.

Both student groups will receive the same vocabulary set for Lesson #2. They will receive the same material sets, activity instructions, and visual organizer to complete as they carry out their collaborative session with maxim efficiency, as though it were a think-pair-share activity.

Prior knowledge: Previous lessons in the unit will enable the instructors to adequately prepare students to discuss the Trail of Tears and its tragic outcomes by making cultural and historical comparisons to other massacres of Indigenous peoples, like *la noche triste* (the sad night).

International cooperation

Connecting classrooms across national, cultural, and linguistic borders is not a simple task. Still, with today's collaborative synchronous tools, it is possible to coordinate and implement high-impact classroom-to-classroom exchanges. The structure can be entirely online with displaced learners connected to a main event with the instructors guiding the session and pairing students remotely with a conferencing application like Zoom.

The U.S. and Mexican instructors will cooperate to pair students per proficiency level and other criteria for optimal grouping scenarios.

	<p>The activity will require the partnered teachers to co-design a relevant and engaging telecollaboration session for both groups of students. The partnered teachers must also take the time to appropriately prepare and then pair the students, for optimal outcomes.</p>
<p>Academic Vocabulary (Social Justice Theme)</p> <p>Students will receive a new vocabulary set to reflect on the learning targets through a social justice lens.</p>	<p>In the first lesson, the objective was to articulate content understanding of the Indian Removal Act and the trail of Tears in cultural and historical contexts.</p> <p>In the second lesson, the focus shifts to articulating content to critically unpack its subtle nuances and meaning. In this case, the objective will be to reflect on these sad chapters in U./S. history from a social justice lens.</p>
<p>Language Skills and Functions</p> <p>The first vocabulary set for this lesson will include the new words, terms, and expressions associated with the learning content presented in Lesson #1. The list can serve as a quick reference guide when students are paired with a learning partner for the telecollaboration activity. Having the words close by on a single sheet of paper will enable students to efficiently locate new wordt The reason for this is because sPersuasive speaking,</p>	<p>Some of the questions and discussion topics for the telecollaboration activity encourage students to share their own thoughts about the systemic mistreatment and marginalization of indigenous peoples in the U.S. and in Mexico that continues today. An exchange of perspectives will allow students to explore these concepts on their own. The activity organizer will keep students on track throughout the telecollaboration session and the social justice-themed vocabulary list will introduce new terms and expressions that can be used to add a new dimension to the content learned in Lesson #1.</p>
<p>Language Structures and Grammar</p> <p>A remedial worksheet that reviews the various structures of the past tense in English; the finite past, the ongoing narrated past, and the compound pastfect forms will be reviewed to help ELs form statements about the events and historical figures</p>	<p>When students are able to use verbs effectively as they work through the activities and the content objectives, it brings the language to life and helps them to listen to and talk about the content objectives more accurately and expressively.</p>
<p>Language Learning Strategies</p>	<p>The learning target is to make informed statements about the Indian Removal Act of 1830 and the Trail of Tears. The language objective is to achieve this goal through dynamic and engaging activities like the jigsaw designed for Lesson #1 of this unit. Lesson #2 is more about cultivating opportunities for students to practice in an open, inclusive, and respectful setting conducive for collaborative learning and sharing. Students can have access to authentic discussions in an unintimidating</p>

setting where students can interpret complex topics, such as the calculated mistreatment of Indigenous peoples in Mexico and the U.S. This will help students form in order to form their own perspectives and express those perspectives more and more articulately as their understanding of the content improves.

Scaffold 1 for ELs: Vocabulary List 1 - Indian Removal Act of 1830 and Trail of Tears [Emphasis on cognates]

1. abduction - secuestro
2. boundaries - frontera, perímetro
3. civilized - civilizado/a
4. coerced - coaccionado/a
5. confinement - confinamiento
6. dispense - dispensar
7. exiled - exiliado/a
8. Indian Removal Act - Ley de remoción de indios
9. forced - forzado/a, a fuerzas
10. forcible seizure - convulsión forzada
11. homeland - patria
12. mandatory - obligatorio
13. migration - migración
14. nation - nación
15. profits - ganancias
16. relocate - trasladarse
17. requisitioned - requisado/a
18. removal - remoción
19. reservation - reservación,
20. savage (offensive term) - salvaje
21. starvation - inanición
22. systematically - sistemáticamente
23. terms - condiciones



24. treaty - tratado 25. plantation - plantación 26. plaintiff - demandante 27. profits - ganancias 28. terms - condiciones 29. treaty - tratado 30. trek - emigrar	
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Scaffold 1 for ELs: Vocabulary List 2
Words and terms for activities and discussions with themes associated with Indian Removal Act *from a social justice perspective*.
 Ideal for the telecollaboration activity. [**Emphasis on cognates**]



Painting depicting the Trail of Tears.
 (Credit: Al Moldvay/The Denver Post via Getty Images)

English Word/Term	Spanish Word/Term
ally	aliado/a
anglo	anglosajón(a),o anglo/a anglo
bias	parcialidad/sesgo
bigotry	intolerancia con parcialidad, intolerancia con odio
chicano/a Chicano/a	chicano/chicana
cultural appropriation	la apropiación cultural
diaspora	diaspora
ethnicity	la etnicidad
ethnic groups	grupos étnicos



Watercolor by Cookie Ballou



Nastasic/Getty Images

immigrant	inmigrante
indigenous people	la gente indígena
marginalized Group	grupo marginalizado
mestizo mulatto	mestizo/a mulatto/a
Native American American Indian, Indigenous (Term is ever changing)	indio americano, indígena
oppression	opresión
people of color	personas de color
prejudice	prejuicio
privilege	privilegio
race	raza
racism	el racismo
colonialism	colonialismo
stereotype	estereotipo
targeted group	grupo oprimido, señalado, discriminado
undocumented immigrants	sin autorización inmigratoria, Indocumentado/a
unauthorized immigrants	sin papeles
white people	la gente blanca
xenophobia	la xenofobia

Materials/ Supplies/ Sources/ Digital and Interactive Instructional Technology (if appropriate): – Please list all necessary instructional supplies, materials, and sources. Make sure that these are clearly labeled and referenced throughout the lesson plan to enhance clarity. These materials are still in production

Material Set 1 for Pair 1

- Reading 1: Excerpt from Andrew Jackson’s Speech to Congress on Indian Removal
- Map 1: Routes of Removal for each Nation
- Image 1: *Trail of Tears* painting by Robert Lindneux (1942) commemorates suffering of Cherokee people under forced removal
- Biography 1: Sequoyah
- Visual organizer or Exit ticket 1: Leads learners to four key ideas from the items in the material set

Material Set 2 for Pair 2

- Reading 2: Excerpt from Supreme Court Decision, *Worcester v Georgia*
- Map 2: Trail of Tears Context Map (major cities, statistics, events)
- Image 2: *Choctaw Trail of Tears* painting by Robert Lindneux (1942)
- Biography 2: John Ross, Cherokee Principal Chief
- Visual organizer or Exit ticket 2: Leads learners to four key ideas from the items in the material set

Material Set 3 for Pair 3

- Reading 3: *Farewell Letter to the American People (1832)*, written by George W. Harkins, Choctaw Chief
- Map 3: Choctaw Trail of Tears Removal Route
- Image 3: Photograph of two girls of the Choctaw Nation
- Biography 3: George W. Harkins, Choctaw Chief Personal account
- Visual organizer or Exit ticket 3: Leads learners to four key ideas from the items in the material set

Material Set 1 for Pair 1

Reading 1: Excerpt from Andrew Jackson's Speech to Congress on Indian Removal



"It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of

Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children?

Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement."

Map 1: Routes of Removal for each Nation

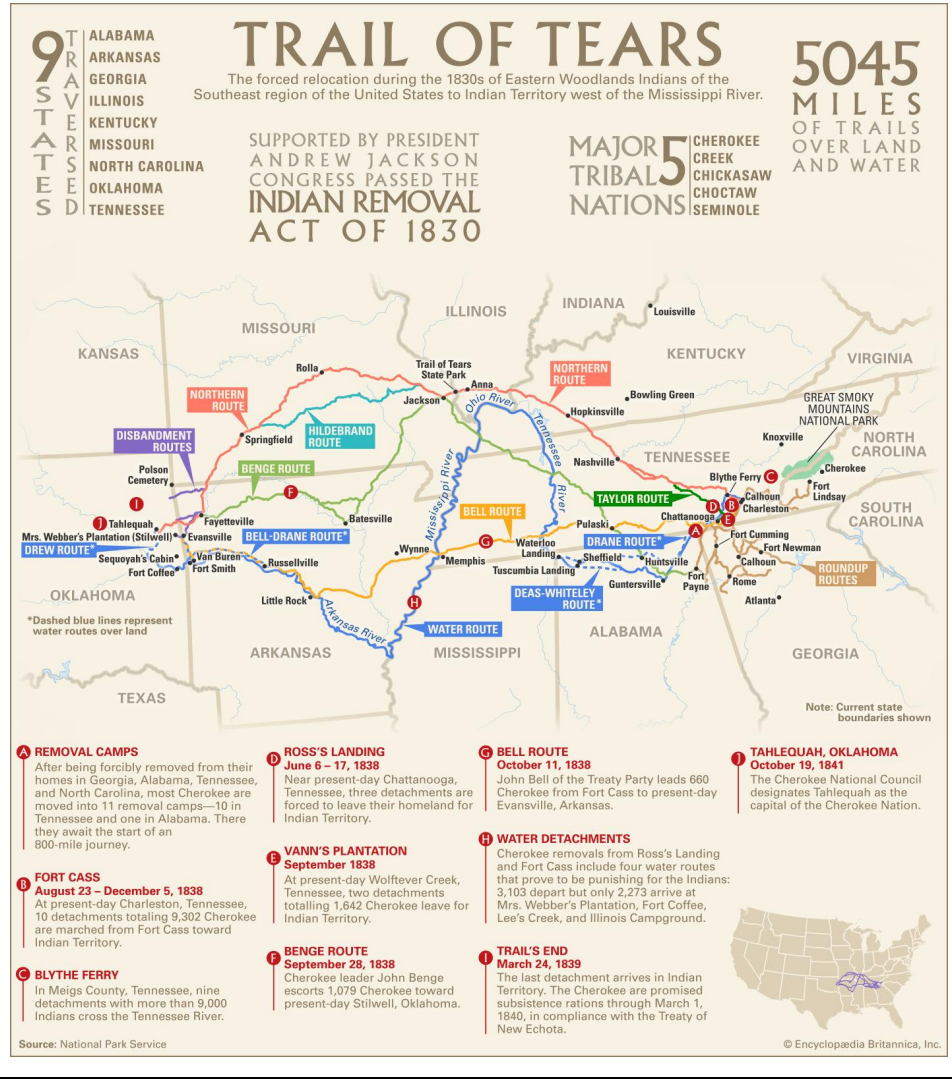


Image 1: *Trail of Tears* painting by Robert Lindneux (1942) commemorates suffering of Cherokee people under forced removal.

1. Write ten descriptive words or terms to describe the painting.
2. What interesting things do you see in the painting that others might miss?
3. Visit the [Trail of Tears \(Famous Painting\) - On This Day site](#) with your partner. Then share two interesting facts about this painting with your basegroup.



Trail of Tears by Robert Lindneux (1942)

Biography 1: Sequoyah

R D W H G G O W P
Λ 5 Y 7 6 P 6 M
8 4 0 4 W B 3 1 9
0 6 T A J Y 4 4
C 0 0 H T Z 0 C
R h S V F L E 0
T 0 3 0 0 J K V
4 0 G G V 1 6 S
S G i O 7 8 8 0
P E H C 0 C J L
L 0 0 0 1 E

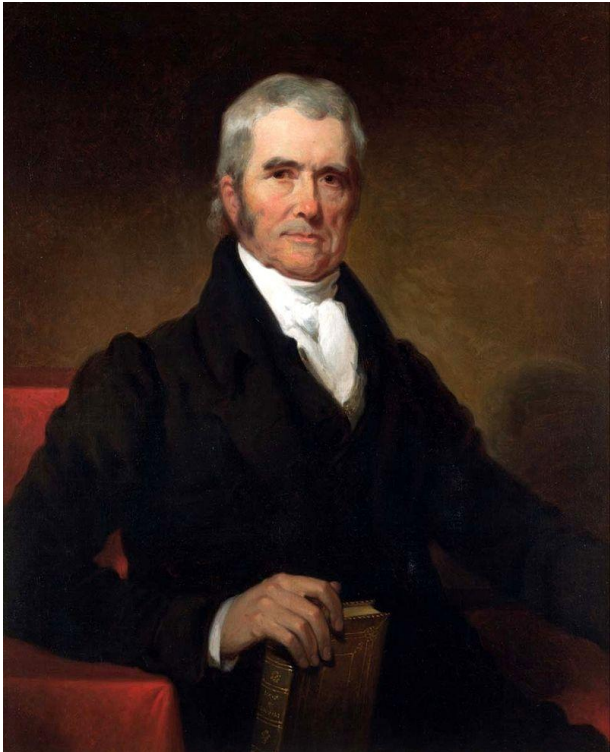
1. Visit <https://language.chokeee.org/>
2. Name four interesting facts about the Cherokee language
3. What is an endangered language?
4. Is Cherokee an endangered language?
5. Are endangered languages worth saving?



1. **Visual organizer or Exit ticket 1 will ask learners in base groups to note four key ideas from the items in the material set**
2. Each base group will share their findings with the rest of the class.

Material Set 2 for Pair 2

Reading 2: Excerpt from Supreme Court Decision, *Worcester v Georgia*



Author: John Marshall

Date: 1832

Document: Supreme Court ruling on state jurisdiction over Indian lands.

The defendant is a State, a member of the Union, which has exercised the powers of government over a people who deny its jurisdiction, and are under the protection of the United States. The plaintiff is a citizen of the State of Vermont, condemned to hard labor for four years in the penitentiary of Georgia under color of an act which he alleges to be repugnant to the Constitution, laws, and treaties of the United States.

The legislative power of a State, the controlling power of the Constitution and laws of the United States, the rights, if they have any, the political existence of a once numerous and powerful people, the personal liberty of a citizen, all are involved in the subject now to be considered.

We must inquire and decide whether the act of the Legislature of Georgia under which the plaintiff in error has been persecuted and condemned, be consistent with, or repugnant to the Constitution, laws, and treaties of the United States.

It has been said at the bar that the acts of the Legislature of Georgia seize on the whole Cherokee country, parcel it out among the neighboring counties of the State, extend her code over the whole country, abolish its institutions and its laws, and annihilate its political existence.

If this be the general effect of the system, let us inquire into the effect of the particular statute and section on which the indictment is founded.

It enacts that "all white persons, residing within the limits of the Cherokee Nation on the 1st day of March next, or at any time thereafter, without a licence or permit from his excellency the governor . . . and who shall not have taken the oath hereinafter required, shall be guilty of a high misdemeanor, and upon conviction thereof, shall be punished by confinement to the penitentiary at hard labor for a term not less than four years."

The first step, then, in the inquiry which the Constitution and the laws impose on this court, is an examination of the rightfulness of this claim.

From the commencement of our government Congress has passed acts to regulate trade and intercourse with the Indians; which treat them as nations, respect their rights, and manifest a firm purpose to afford that protection which treaties stipulate. All these acts, and especially that of 1802, which is still in force, manifestly consider the several Indian nations as distinct political communities, having territorial boundaries, within which their authority is exclusive, and having a right to all the lands within those boundaries, which is not only acknowledged, but guaranteed by the United States.

The Cherokee Nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter but with the assent of the Cherokees themselves or in conformity with treaties and with the acts of Congress. The whole intercourse between the United States and this nation is, by our Constitution and laws, vested in the government of the United States.

The act of the State of Georgia under which the plaintiff in error was prosecuted is consequently void, and the judgement a nullity. The Acts of Georgia are repugnant to the Constitution, laws, and treaties of the United States. They interfere forcibly with the relations established between the United States and the Cherokee Nation, the regulation of which, according to the settled principles of our Constitution, are committed exclusively to the government of the Union.

They are in direct hostility with treaties, repeated in a succession of years, which mark out the boundary that separates the Cherokee country from Georgia; guarantee to them all the land within their boundary; solemnly pledge the faith of the United States to restrain their citizens from trespassing on it; and recognize the preexisting power of the nation to govern itself.

They are in equal hostility with the acts of Congress for regulating this intercourse, and giving effect to the treaties. The forcible seizure and abduction of the plaintiff, who was residing in the nation with its permission, and by authority of the President of the United States, is also a violation of the acts which authorize the chief magistrate to exercise this authority.

Judgement reversed.

Map 2: Trail of Tears Context Map (major cities, statistics, events)

Click on the following [nps.gov link](https://www.nps.gov) to see the high-res version of the map in the right-hand column.

Name five major US cities that saw the Trail of Tears pass through.

Name three major landmarks on or near the trail.

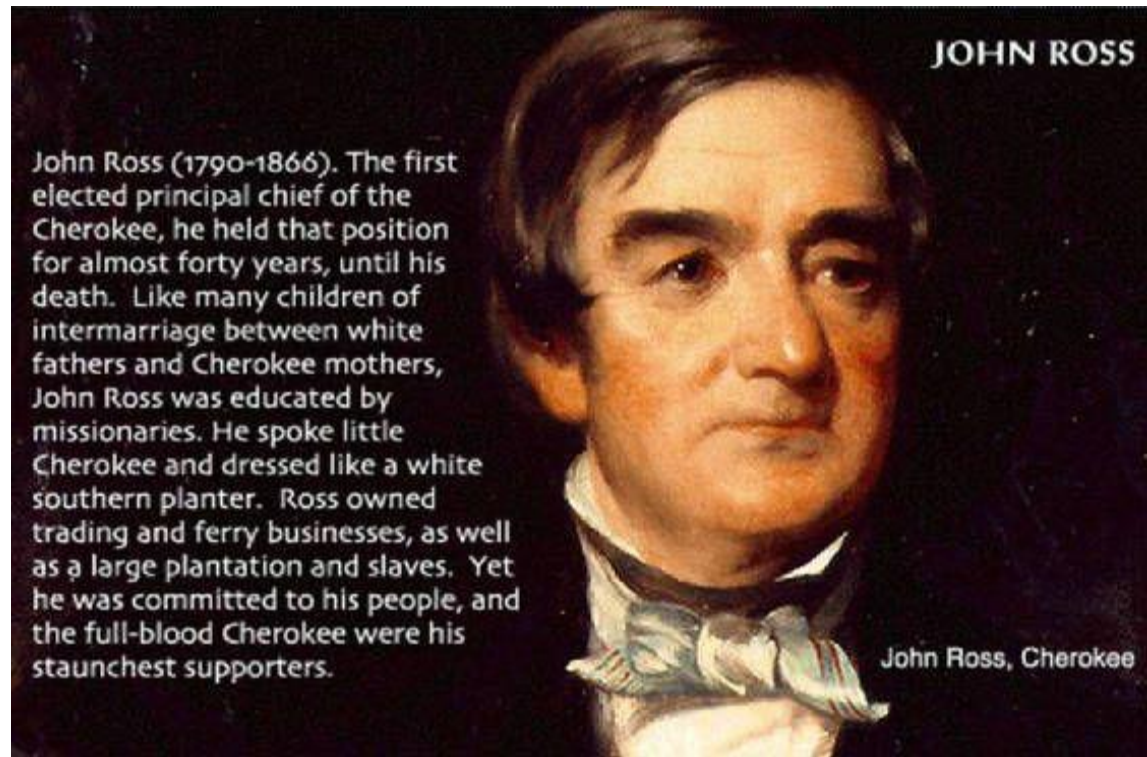


Image 2: *The Trail of Tears* painting by Max D. Standley

1. Write ten descriptive words or terms to describe the painting.
2. What interesting things do you see in the painting that others might miss?
3. Visit the [Max D. Standley site](#) with your partner, then share two interesting facts about this painting with your basegroup.



Biography 2: John Ross, Cherokee Principal Chief



John Ross (1790-1866). The first elected principal chief of the Cherokee, he held that position for almost forty years, until his death. Like many children of intermarriage between white fathers and Cherokee mothers, John Ross was educated by missionaries. He spoke little Cherokee and dressed like a white southern planter. Ross owned trading and ferry businesses, as well as a large plantation and slaves. Yet he was committed to his people, and the full-blood Cherokee were his staunchest supporters.

Visual organizer or Exit ticket 2: Ask students to note four key ideas from the items in the material set

Material Set 3 for Pair 3

Reading 3: Excerpt from *Farewell Letter to the American People* (1832), written by George W. Harkins, Choctaw Chief



To the American People:

It is with considerable diffidence that I attempt to address the American people, knowing and feeling sensibly my incompetency; and believing that your highly and well improved minds would not be well entertained by the address of a Choctaw. But having determined to emigrate west of the Mississippi river this fall, I have thought proper in bidding you farewell to make a few remarks expressive of my views, and the feelings that actuate me on the subject of our removal.

Friends, my attachment to my native land was strong — that cord is now broken; and we must go forth as wanderers in a strange land! We go forth sorrowful, knowing that wrong has been done. Will you extend to us your sympathizing regards until all traces of disagreeable oppositions are obliterated, and we again shall have confidence in the professions of our white brethren.

Here is the land of our progenitors, and here are their bones; they left them as a sacred deposit, and we have been compelled to venerate its trust; it is dear to us, yet we cannot stay, my people are dear to me, with them I must go. Could I stay and forget them and leave them to struggle alone, unaided, unfriended, and forgotten by our great father? I should then be unworthy of the name of a Choctaw, and be a disgrace to my blood. I must go with them; my destiny is cast among the Choctaw people. If they suffer, so will I; if they prosper, then I will rejoice. Let me again ask you to regard us with feelings of kindness.

1. What was the purpose of George Hawkins' letter to the American people?
2. What does progenitor mean? Look it up.
3. Visit the George W. Hawkins page at ushistory.org.

Map 3: Choctaw Trail of Tears Removal Route

OK FIFV9 DHGW
Trail of Tears National Historic Trail



Through which major US cities did the Trail of Tears pass?

Use Google Maps or another online maps program to compare it to the one on the left to see if you can pinpoint areas where the red lines pass through but are not shown on this map?

Image 3: Photograph of two girls of the Choctaw Nation

1. Write ten descriptive words or terms that would describe the two young women in the photograph.
2. Look at the picture more closely. What interesting things do you see that you can say about the image and the women pictured?
3. What do you think their names were? Look at the female names in Cherokee in the list below and choose a fitting name for each girl.

- **Adsila - blossom**
- **Ama - water**
- **Sequoia - redwood**
- **Immookalee - waterfall**
- **Usdi - baby**
- **Awinita - fawn**
- **Leotie - flower of the prairie**
- **Hialeah - beautiful meadow**
- **Inola - black fox**
- **Ahyoka - she brought happiness**
- **Salali - squirrel**

4. With your partner, visit the following site about [daily olden times Cherokee life](#). Based on what you read about Cherokee identity and tradition, write a paragraph about these young women the way you would imagine their lives to be like. Then, share your thoughts with your base group.



Visual organizer or Exit ticket Write four key ideas you learned from the item(s) you explored in the material set.

Biography 3: President Andrew Jackson

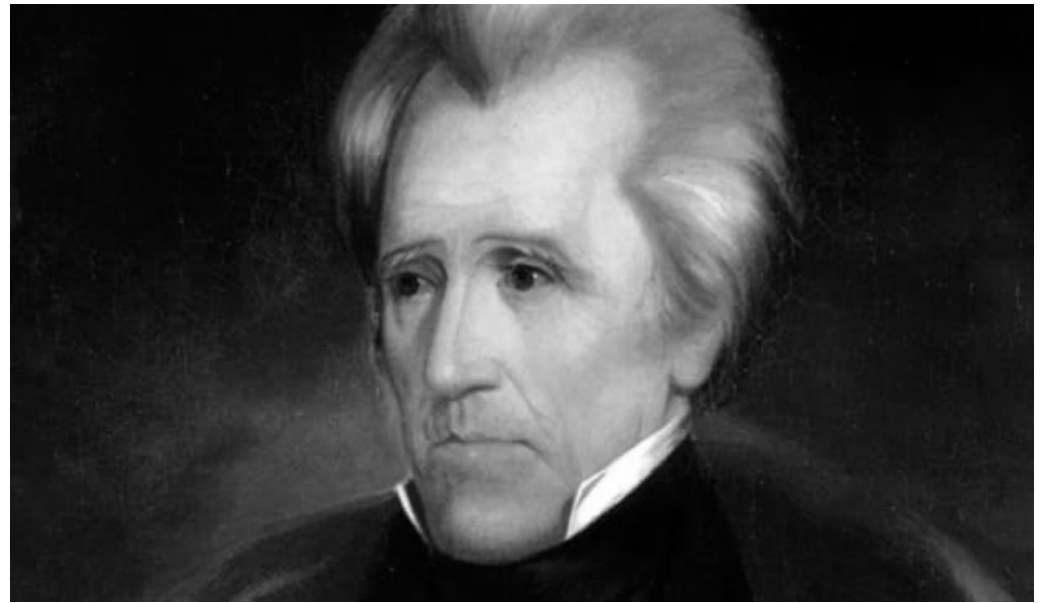
Visit the following sites

[Museum of the Cherokee Indian](#)

[Pbs.org Indian removal 1814 - 1858](#)

[Study.com Indian removal Act of 1830](#)

Was U.S. President Andrew Jackson responsible for the massive losses incurred by the Nations forcibly removed from their homelands?



Visual organizer or Exit ticket Write four key ideas you learned from the item(s) you explored in the material set.

SIOP Collaborative-Rubric

Original Planner: Tony Brinckwith

Grade/Content area: __11th/12th Grade/ ESL and U.S. History

Peer Editor: __Jo Hess

Instructions:

Peer Editor – read your partner’s lesson plan and give a) a rating and b) written feedback based on your SIOP textbook as well as your own ideas. While not every single feature must be present in every single lesson, try to give feedback/ideas on how they might incorporate all of them so they’ll have plenty of feedback to go off of when they revise their LP. You do NOT need to turn this in on Canvas. The original planner will submit it with their final lesson plan.

Original Planner – Respond to the feedback given by your partner in this document and let them know what you added/changed, or why you ended up doing something different. Write more than “good idea, I’ll do this” tell them what you did with their idea and why. While not every single feature must be present in every lesson, try to incorporate most of them so your lesson will be as rich as possible.

SIOP Collaborative-Rubric

	For Peer Editor Jo Hess		For Original Planner Tony
SIOP Feature	Rating (0-4)	Feedback/Suggestions	Response – what did you change/add?
I. Preparation			
1. Clearly defined Content objectives for students.	4	They are very strong and critically thought of, I thought you did a great job of creating these!	Thanks. I proceeded to revise the content objectives to state them more clearly.
2. Clearly defined Language Objectives for students.	3	I would word these as “Students will be able to.” but other than that they look great! They are also well defined for ESL students which was a great addition.	I modified this in all sections per Jo’s recommendation.
3. Content Concepts approp. For age and educational background level of students.	4	They are appropriate for these grades of students. For ESL students scaffolding will be needed for these concepts but I know you have already thought about that.	I agree with the assessment. For this reason, I carefully selected lesson materials and noted these in the lesson plan document. With more time, I would have provided Teacher’s Notes to these materials, particularly for the EL students.
4. Supplementary materials used to a high degree, lesson clear and meaningful. (Graphs, models, visuals)	4	Very strong materials, many different varieties of materials, giving students choices and materials for higher-level thinking. I really enjoyed the many different supplies you have created for this lesson.	Thank you. I wanted to craft a plan that afforded students opportunities to listen, speak, read, write, and share their ideas with their peers. I attempted to differentiate the instruction and diversify the base groups aso that multiple proficiency levels were represented in each group. The activities also require different skill sets that everyone in the group can benefit from, not just emerging ELs.
5. Adaptation of content (text assignment) to all levels of student proficiency.	3	Scaffolding of material and the lesson is evident, Tony is still in the process of creating specific ESL accommodations to this lesson but as of currently, the adaptation of content looks great. I would make sure that you create the accommodations for all levels of ESL students but other than that, you are on a roll!	Vocabulary lists will be provided and the instructor will visit the base groups on a rotating basis to ensure that his/her attention is eand support is equally distributed throughout the lesson.

<p>6. Meaningful activities that integrate lesson concepts (surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening and/or speaking.</p>	<p>4</p>	<p>The activities Tony has created for this lesson involve many different levels of thinking for students, they are scaffolded, and include a variety of resources, videos, discussions, and supplies that students (I believe) will be thrilled to use and view. I think that they align very well with the language practice he is using during this lesson.</p>	<p>The lesson may seem over ambitious or even busy, but the plan was prepared for a traditional class with ELs in attendance, which is the structure I worked with at my placement. The lesson is also spread out over several days with ample flexibility for teachers to make changes in a modular fashion. They can choose to keep some components while discarding others. This is the reason I wanted to design a complete lesson. This would give teachers the option to cut parts they perceived to be inappropriate or unnecessary for their particular student group.</p>
<p>II. Instruction</p>			
<p>Building Background</p>			
<p>7. Concepts explicitly linked to students' background experiences.</p>	<p>4</p>	<p>In his lesson, he uses students background knowledge and prior experiences as students and ESL students to create a space for collaboration, new knowledge to form, and activities that will provide differentiation of the above experiences and learning. I think that the experiences and prior knowledge of students will aid them in understanding and learning during this lesson.</p>	<p>As mentioned, I attempted to differentiate the instruction and diversify the base groups so that multiple proficiency levels were represented in each group. The activities require different skill sets that everyone in the group can benefit from, not just emerging ELs. This lesson is about cooperative learning. Homogenous groups would have been contrary to the spirit of group and project-based learning.</p>
<p>8. Links explicitly made between past learning and new concepts</p>	<p>4</p>	<p>Students are using past learning to learn about this lesson and concepts being covered, Tony does a great job of incorporating students' prior knowledge of topics in this lesson to inform conversations, activities, and materials that students will be utilizing in this current lesson and to aid them in understanding these new topics/concepts.</p>	<p>I had to rely on prior knowledge and provide guided instruction to inform conversations, activities, and materials that students utilized in this lesson. Also worked hard to integrate a standards-based lesson where I could infuse a social justice component. Teaching about the Indian Removal in today's liberal and politically correct society is a multilayered process that allows students to discover for themselves, the unsightly stains on the timeline of American history and the U.S. Governments' failure to fully astone for what many histroains consider a verifiable genocide event that took place on</p>

			American soil, or should I say Cherokee, Choctaw, Chickasee, Creek, and Seminole soil instead.
9. Key vocabulary emphasized (introduced, written, repeated and highlighted for students to use)	3	I see the key vocabulary written throughout the lesson, possibly highlighting this may be helpful for future referencing and making sure it is visible for teaching of this lesson.	I took care of this per Jo's recommendation. See vocabulary lists 1 and 2. I devised both lists, which are attached to this plan. One of my goals is to retain these lists and continue adding to them with each academic term. devise new schemes
Comprehensible Input			
10. Speech approp. For student's proficiency level (slower rate and enunciation, simple sentence structure for beginners	n/a	n/a	n/a
11. Explanation of academic tasks clear	4	The tasks are clearly defined, explained, and rationale is provided for them. They are understood and have reasoning behind them for why they are being implemented in his lesson and why students will need to use them in order to learn about these topics.	I think I could stand to improve in this area. The plan is ambitious and will need robust scaffolding and guided instruction to be successful. I devised these activities for the plan, to fill up the students' plates. They will be
12. Uses a variety of techniques to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, bodylanguage)	4	Tony does a fantastic job of incorporating different varieties of activities such as, visuals, clips, conversations, hands-on learning opportunities, and collaboration between students and peers as well as, students and teacher. All of these techniques are clearly defined and are explained appropriately.	This lesson is full of innovative techniques and methods. I have always approached instructional design this way. My pedagogical objective is not just to teach but to cultivate the optimal learning experience.
Strategies			
13. Provides ample opportunities for students to use strategies	4	Students are using many different strategies during this lesson and in learning this new content. Students are involved in discussions, using language in different ways, making informed statements, using their background	I wondered if I was trying to do too much, but my rationale was that too much is better than too little. I do think the lesson sounds busier than it would be in a real classroom setting. Provided all of the front-end work is completed in advance, like the international telecollaboration part.

		knowledge, learning new vocabulary, reflecting on previous topics, and shaping their understanding, all during this lesson.	
14. Consistent use of scaffolding techniques throughout lesson, assisting & supporting student understanding (think-alouds)	3	This is hard to answer as Tony has not included the ESL scaffolding yet, other than that he has scaffolded all other material, information, and supplies in a well thought out manner. He has included many different techniques to scaffold the material such as assisting and supporting students through collaboration and peer help.	I have since included the scaffolding primarily in the form of thematic vocabulary lists that will help the ELs navigate the specific content presented by learning key terms and expressions commonly used in discussions involving the Indian Removal Act of 1830 in cultural and historical contexts, and a second list to explore the topic from a social justice perspective on Day 2, during the telecollaboration session.
15. Teacher uses a variety of question types, including those that promote higher-order thinking skills (literal, analytical, & interpretive questions)	4	Tony has created a lesson that incorporates many different higher level/orders thinking skills and question types for students to utilize and learn from. I am very impressed with the thoughtfulness he has included into this lesson and the manner in which students will be interacting with these questions and skills. All of the higher-order skills are present throughout this lesson for students to interact with and utilize.	For me, the most appealing aspect of teaching ESL and world languages is the prospect that every lesson and activity could be potentially transformative. In blending sound pedagogical design, optimal use of technology, and cooperative learning strategies, I was able to set high learning targets with a differentiated approach and cover speaking, listening, reading and writing skills in two collaborative learning communities.
Interaction			
16. Frequent opportunities for interaction & discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	4	Students are working in collaborative ways with their peers and teacher. They are going to be discussing topics and ideas, collaborating in small groups, making their own judgments, and are given ample opportunities to acknowledge other students' contributions and opinions.	I hope this is an indication that I allocated time, space, and resources efficiently and made the most with what I had to work with. Collaborative work group work with instructor-guided practice is a powerful learning strategy for ESL learners and students of world languages, too.
17. Grouping configurations support	3	I did not see a section that explains the grouping for students but I do see many different activities and strategies that will	I explained this in Section III for Cooperative Learning. The base groups of either 4,5, or 6 students will break into one-on-one pairs. Then,

language & content objectives of the lesson		utilize student grouping, making this clear and visible in the lesson will be helpful for the future.	the pairs will return to the base group to share and collaborate, then break
18. Consistently provides sufficient wait time for students responses	3	I did not see a section that provides this information explicitly in the lesson, although I am sure that Tony will use this during the lesson, making this clearer will be helpful for the future.	Jo is right. I did not integrate a mechanism for controlling student-response-wait times but with Most of the class being devoted to partner work, I didn't think it was necessary.
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer or L1 text	4	Ample opportunities for clarity, misconceptions, justification, and understanding are utilized and provided throughout the lesson. Tony gives clear reasoning as to why this is vital in his explanation and scaffolding section of the lesson.	During the learning activities on both days, the instructor's role is to roam the room dropping in on as many peer-to-peer interactions as possible and providing guided practice if needed. If no guided practice is needed, go to the next group when complete. Repeat procedure.
Practice/Application			
20. Provides hands-on materials and/or manipulative for students to practice using new content knowledge	4	The materials provided will include hands-on practice and learning for students to use during this lesson, which will aid students in their new content knowledge. The materials Tony has created provide many opportunities for this.	Many of the materials are symbolic and historical in nature. I curated the best materials I could assemble without paying for top-rated instructional resources. For example I used as much intellectual property in the public domain as possible. This was intentional.
21. Provides activities for students to apply content and language knowledge in the classroom	4	The materials Tony has created provide students with the ability to apply their content and language knowledge into the classroom and their work on the materials being given to them. They connect very well to the content and language objectives listed in the lesson plan.	I added the materials to the lesson plan as is appropriate. I tried to add a creative activity for each material in the sets of materials, but in reality, the students will already know what they have to do. The activity products will serve as a means to navigate the lesson formative assessment
22. Uses activities that integrate all language skills (reading, writing, listening, speaking)	4	The activities and materials being utilized in this lesson integrate many of the language skills needed for this lesson. They provide students with opportunities to listen, read, speak and write and give	Thr telecollaboration piece is a cutting edge method that makes optimal use of technology and culminates in authentic immersion and practice with a peer learner abroad. In fact, I still don't understand why more ESL and world language

		students ample time to discuss reasoning and justification of new content.	teachers don't take full advantage of tandem-based learning.
OVERALL COMMENTS:			
		<p>Overall, I am very impressed with the thoughtfulness and integration of content and language Tony has incorporated into his lesson plan. I am amazed at how well thought out this lesson plan is, he has incorporated all of the language skills into the content he is teaching to students. There are many opportunities for students to collaborate with their peers and teacher and the material sets for students incorporate many modalities for students to utilize. I think Tony has some small portions of the lesson plan that still need some clarification or work to be added but overall, I believe that this is a very strong lesson and he is off to a GREAT start. I am very proud of how well he has done on this lesson and look forward to seeing the final lesson plan once he has tweaked a few things.</p>	<p>I wouldn't say the plan is great. It has flaws and deficiencies. Some of the material resources could have been flushed out more thoroughly. Still, I intentionally integrated and promoted practices that enhance cooperative learning, authentic immersion, and use of media, to foster strong group work in class, and a successful tandem with the students abroad. I hope everything works. Lastly, the subject topic is compelling and will hopefully enlighten students about U.S. history—even the sad chapters like the Indian Removal Act of 1830 and the Trail of Tears.</p>