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 EDIS 5428 ESL Methods  
**Language and Content Objectives for 11th and 12th-Grade History Lesson**  
*The Indian Removal Act of 1830 and Trail of Tears*

<b>Class / Grade:</b>	11th and 12th Grade Social Studies
<b>Lesson Title</b>	Lesson 1: Trail of Tears
<p><b>STANDARD USI.1g</b></p> <p>The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:</p> <p>g) explaining connections across time and place.</p>	<p><b>Virginia Standards of Learning</b></p> <p><u>STANDARD USI.8c</u>        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;</p> <p><u>Essential Understandings</u>        American Indians clashed with United States settlers and the United States government during westward expansion.</p> <p><u>Essential Knowledge</u>        Impact on American Indians        The discovery of gold on American Indian land in the southern United States eventually led to the removal of the Cherokee Indians in Georgia.</p> <ul style="list-style-type: none"> <li>• The American Indian Removal Act of 1830 authorized the federal government to negotiate treaties with eastern tribes exchanging their lands for land in the West.</li> <li>• “Trail of Tears”—As part of the American Indian removal policy, the Cherokee nation and other tribes were forced to give up their lands east of the Mississippi River and to relocate to an area in present-day Oklahoma.</li> </ul>

**General Content Objective:**

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.

**The lesson will break down into the following four components:**

- 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
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**I. Learning U.S. History through Guided Instruction (8 minutes)**

1. Trail of Tears F2F lesson introduction and summary presented by instructor (6 minutes)
2. Learning targets are stated and clarified (1 minute)
3. Expectations for behavior and conduct are conveyed and clarified (1-minute)

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

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

**III. Cooperative Learning Jigsaw Activity (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.

**Description of Jigsaw Activity**

Students will select one of three material sets. Each set includes learning resources and a graphic 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, and images as they relate to the Trail of Tears. Students will share their findings with the base group (Six students per base group). Some activities break groups down into learner pairs of two and three students.

**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

**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

**Material Set 3** for Pair 3

- f. Reading 3: *Farewell Letter to the American People (1832)*, written by George W. Harkins, Choctaw Chief
- g. Map 3: Choctaw Trail of Tears Removal Route
- h. Image 3: Photograph of two girls of the Choctaw Nation
- i. Biography 3: Personal account
- j. 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

	<p><b>IV. Student Pairs Return to Base Groups to share findings</b></p> <p>Student pairs will take two minutes per pair to present four key concepts from their material set.</p>
<p><b>Product</b> - how will students demonstrate their learning that day</p>	<p><b>Visual organizer:</b> 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.</p> <p><b>Video or audio recordings:</b> Students will make a voice recording of their presentation and post it to a voice board application, ideally within the school's LMS. Capturing the presentations on video with Zoom, YouTube, or Echo360, would be the optimal scenario. Given the enormity of video file sizes, instructors with large-sized classes will find more value in using audio files instead. These are significant considerations for instruction and assessment. Video works well, but audio clips are more manageable in size and format. The lack of video will not adversely impact the evaluation if the audio quality is acceptable. Digital audio allows language instructors to seamlessly collect assessment data of interpretive and expressive use of language in communicative contexts. Speaking and listening assessments in audio format are efficiently delivered, evaluated, archived, and retrieved. Digital audio can also be used as an assessment product for learners of ESL and World Languages; relevant samples of the students expressing their understanding of the learning content.</p>
<p><b>Product Emphasis:</b></p>	<p><b>Reading and writing</b></p>

<p><b>1. Academic Vocabulary</b></p>	<p>How does this connect to / help reinforce the content objective?</p>
<p>Students will be able to (SWBAT) use specialized vocabulary to retell the Trail of Tears story in historical and social justice contexts. They will be able to recount the details of the people and events that led to the Trail of Tears. A thematic vocabulary list for this lesson will help ELs better understand the content and discuss the Trail of Tears in historical, geographical, social, and political contexts.</p>	<p>Learning the new vocabulary, then seeing it in the readings, and having an opportunity to apply it in the map, image, and biography jigsaw activities will help reinforce the content.</p>
<p><b>2. Language Skills and Functions</b></p>	<p>How does this connect to / help reinforce the content objective?</p>
<p>SWBAT make informed statements about the Trail of Tears. In addition to articulating key concepts about the historical, geographical, and cultural realities behind these American tragedies.</p>	<p>Seeing the vocabulary in the readings and then having an opportunity to use it to explore a map, image, and biography of a relevant historical figure will help reinforce the content.</p>

Students will be tasked with analyzing the and answering questions such as: 1.) Was the Trail of Tears an act of genocide? 2.) Why did President Jackson feel the Indian Removal Act was necessary	
<b>3. Language Structures and Grammar</b>	How does this connect to / help reinforce the content objective?
Students will be able to identify and use structures and grammar associated with telling a story, delivering a narrative, and making statements about people and events from the past.	Seeing the vocabulary in the readings and then having an opportunity to use it to explore a map, image, and biography of a relevant historical figure will help reinforce the content.
<b>4. Language Learning Strategies</b>	How does this connect to / help reinforce the content objective?
The activities are differentiated to create opportunities for students to apply new language skills in meaningful contexts. The jigsaw strategy allows students to cover more content through engaging collaborative group work. The swift pace of the jigsaw keeps students focused.	The material sets are designed to capture students' imagination to make them think about the more significant issues stemming from the content presented. They aren't just memorizing facts and learning about historical figures. They are learning to critically analyze the learning content and make connections across languages to express their developing views and perspectives with new vocabulary and engaging activities that will reinforce previously acquired skills.

## Lesson #2

Lesson #2 Connects to Lesson #1	<b>Lesson 2 Title: Indian Removal Act of 1830</b>
<b>Class / Grade:</b>	11th and 12th-Grade Social Studies 11th-Grade United States History: 1865 to the Present
<b>General Content Objective:</b>	Students will be able to analyze, interpret and make informed statements about the Indian Removal Act of 1830 and the Trail of Tears. This prior knowledge will enable them to have a conversation about the plight of Indigenous Peoples in the Americas during the period of westward expansion and beyond. Lesson #2 will build on the skills developed leading

	<p>to Lesson #1 in a transformative. In Lesson #2, the objective content shifts to a social justice context.</p> <p><b>Leading up to the lesson</b>, students will have reviewed and tested out the Essential Knowledge topics outlined in the Standards for Lesson #1.</p> <p>At the start of the lesson, students will:</p> <ol style="list-style-type: none"> <li>1. Read selected excerpts from the following text:       <ol style="list-style-type: none"> <li>c. Andrew Jackson’s Speech to Congress on Indian Removal (Figure B)</li> </ol> </li> <li>2. View the following short videos:       <ol style="list-style-type: none"> <li>a. <i>The "Indian Problem"</i> (12:31) <a href="#">[LINK]</a></li> <li>b. <i>The Indian Removal Act Explained in 5 Minutes: US History Review</i> (5:20) <a href="#">[LINK]</a></li> <li>c. History Brief: Indian Removal (7:18) <a href="#">[LINK]</a></li> <li>d. <i>When The Supreme Court Tried to Prevent Indian Removal   Worcester v. Georgia</i> (5:30) <a href="#">[LINK]</a></li> </ol> </li> <li>3. Review vocabulary lists, have lists on-hand during discussions.</li> <li>4. Review partner questions before collaboration session.</li> </ol>
<p><b>Virtual Telecollaboration Activity</b></p>	<p>This innovative language immersion activity is a virtual language exchange. The activity is called Tandem language exchange, teletandem, telecollaboration, etc. It involves connecting peer learners with similar language learning needs and goals through instructional partnerships regardless of their country or location. All they need to connect is an internet connection and a webcam. Matching language students with peer learners abroad who have the same L2 immersion and learning needs (e.g., ESL to ESL), or in language exchange scenarios (exchanging) where ELs abroad are paired with foreign language students. Regardless of the structure, the objective is almost always the same; to cultivate real opportunities for authentic immersion and practice through a sequence of 45-minute sessions strategically integrated into the course calendars as a supplement in which students or even entire classes with EFL learners abroad. In this activity, U.S. ELs will pair up with ELs in Mexico who will have studied the same <i>Trail of Tears</i> content in lessons leading up to the telecollaboration session. Through this interaction, the EL students on both sides will be able to reinforce their learning by comparing the history of abuse and marginalization of indigenous peoples in the U.S. and Mexico.</p> <p>The students will answer a set of questions in a conversation setting. A worksheet will be provided to both groups in advance as a guide for the activity. Both groups of students will arrive at the session prepared to discuss the content in the context of the social justice themes presented. An additional sheet with ESL vocabulary will help students delve deeper into the topic and articulate their thoughts with relevant and descriptive language to enhance their ability to discuss it. Students will answer questions that help them recall critical concepts from previous unit lessons, such as Lesson #1, to make informed statements about the Trail of Tears.</p> <p>The students in Mexico can reflect on the mistreatment of Indigenous peoples in Mexican history and culture. Students can offer personal</p>

	<p>perspectives and compare the plights of Indigenous people in the U.S. and Mexico. How were these realities similar? How were they different?</p> <p>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.</p> <p>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.</p> <p>Prior knowledge: Prior lessons in the unit will help instructors adequately prepare students to discuss the Trail of Tears and its tragic outcomes by comparing cultural and historical cultures to other massacres of Indigenous peoples in Mexico, like <i>la Noche triste</i> (the sad night).</p> <p><b>International cooperation</b> 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 the main event with the instructors guiding the session and pairing students remotely with a conferencing application like Zoom.</p> <p>The U.S. and Mexican instructors will cooperate to pair students per proficiency level and other criteria for optimal grouping scenarios.</p> <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 prepare appropriately and then pair the students for optimal outcomes.</p>
<p><b>Product</b> - how will students demonstrate their learning that day (e.g. Writing a paragraph about...)</p>	<p>There are two possibilities for collecting data to check for understanding:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<p><b>Product Emphasis:</b></p>	<p><b>Speaking and Listening</b></p>

<p><b>1. Academic Vocabulary</b></p>	<p>How does this connect to / help reinforce the content objective?</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 learning objective is to articulate content understanding in the contexts of history and culture. In the second lesson, the focus shifts to articulating content to critically unpack its subtle nuances and meaning, and in this case, reflect on the Trail of Tears from a social justice lens.</p>
<p><b>2. Language Skills and Functions</b></p>	<p>How does this connect to / help reinforce the content objective?</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 quickly and efficiently locate new vocabulary.</p>	<p>Some of the questions and discussion topics for the telecollaboration activity encourage students to share their thoughts about the systemic mistreatment and marginalization of indigenous peoples in the U.S. and Mexico that continues today. An exchange of perspectives will allow students to explore these concepts independently. 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><b>3. Language Structures and Grammar</b></p>	<p>How does this connect to / help reinforce the content objective?</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 perfect forms will be examined to help ELs quickly 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><b>4. Language Learning Strategies</b></p>	<p>How does this connect to / help reinforce the content objective?</p>
<p>Online telecollaborative exchange is an innovative strategy for engaging students in dynamic and highly impactful learning interactions in which they discuss the learning content and answer questions about what they have learned in the target language.</p>	<p>The learning target is to teach students about the realities of 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 this unit's lesson #1.</p> <p>Lesson #2 is about cultivating opportunities for students to practice in an open, inclusive, and respectful setting conducive to collaborative learning and sharing. Students can access authentic discussions in a comfortable and</p>



	<p>welcoming environment 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 perspectives and express their views more articulately as their understanding of the content builds.</p>
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