

## UNIT 2: MIDDLE SCHOOL – UNITED STATES HISTORY

### SLAVERY, EXPANSION, AND REMOVAL: JACKSON, MARSHALL, AND INDIAN REMOVAL

#### Level 3

#### Instructional Support Materials

[Checks and Balances CBA/Assessment](#)

[Checks and Balances CBA/Student's Task and Rubric](#)

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#### Learning Goals

In order to successfully complete the Checks and Balances CBA, using Indian removal as the focus, students will:

- State a position that evaluates whether the system of checks and balances worked during the Indian removal by evaluating whether it prevented one of the Executive branch from exercising too much power.
  - Provide background on Indian removal by describing the event.
  - Provide background for the position by explaining how branches of government exercised constitutional powers during this event with two or more examples.
  - Provide reasons for their position that include:
    - An explanation of how one branch checked or could have checked another with two or more examples to support the position.
    - Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.
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**Time:** Approximately 10 class periods

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#### Teacher Preparation

The Level Three activity builds on the Level Two activity. Students are asked to use the Checks and Balances CBA to evaluate whether the removal of Cherokees from their land was an unconstitutional use of power by any branch of the US government.

Note: The successful completion of the “Checks and Balances” CBA for Level Three requires the completion of Levels One and Two. In addition the Extension Activities and Local Tribal Connections activities will provide valuable resources for completion

