UNIT 2: MIDDLE SCHOOL – UNITED STATES HISTORY

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

Level 2

Instructional Support Materials

Video: Tribal Nations: The Story of Federal Indian Law Video Questions Documents for Student Review and Assignments Guiding Questions

Learning Goals

In Level Two, students will build on their knowledge of Indian Removal and the Marshall Trilogy to formulate debate regarding Indian Removal from Georgia.

Students will:

- Understand the effect of the Marshall trilogy on tribal sovereignty
- Understand how President Jackson reacted to the Marshall Trilogy
- Understand how the Doctrine of Discovery affected tribal sovereignty

Time: 4 – 5 class periods

Teacher Preparation

Level Two asks students to use primary sources to research how Cherokee removal was debated and discussed by the US Legislature, Cherokee Tribe, and other citizens. A webquest is also provided, allowing students to engage in similar activities online.

Learning Activities

Day 1:

Part One: Overview

- 1. Review the lesson from Level One concerning Chief Justice John Marshall's opinions on Tribal Sovereignty.
- 2. Show students the video clip "Tribal Nations: The Story of Tribal Indian Law" focusing on Indian removal in the Jacksonian Era. Video Questions are

provided that you may either use as discussion questions at the end of the video or have students answer as they watch for discussion afterwards.

Day 2 and 3:

Part Two: Information Gathering Through Primary and Secondary Sources Students will be divided into four groups.

- Group #1: President Jackson and his staff arguing for the removal of the Cherokee from their ancestral lands in Georgia
- Group #2: Congressional delegates apposed to Cherokee removal.
- Group #3: Congressional delegates in favor of Cherokee removal.
- Group #4: Representatives of the Cherokee nation seeking to remain on tribal lands.

Students groups should be equal. Each group will be asked to research historical documents supporting their group's perspective and to make educated arguments based on the historical record. Some of the reading material is complicated and some instruction on reading primary sources for content knowledge may be necessary.

Part Three:

Once each group has read the provided primary sources, they should complete the corresponding *Guiding Questions* in preparation for their debate. Questions should be answered completely and with participation from each member of the group.

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