

Lesson Plan

Grade: Fourth-Fifth

Creators: Stacy Trentham & Jessica Everitt

Objectives:

- Students will analyze and examine Andrew Jackson's decisions and motivation in supporting the Indian Removal Act.
- Students will begin to understand the complexity of the Indian situation in the union at the time of Andrew Jackson.

Standards:

5.38: Analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.

4.18: Analyze the impact of Andrew Jackson's presidency, including: the Indian Removal Act, Trail of Tears, and preservation of the union.

Materials:

- ArcGIS Online Map: <https://arcg.is/lmzqXe>
- Hand-out Packet (See attached)
- Computer per group
- Large Tennessee map print-out if technology not available

Procedure:

- Open the lesson by showing the following video summarizing the Trail of Tears:
<https://youtu.be/SosZ2ZRJymU>

- Create a list of student questions regarding the situation. If they seem disinterested, you may divide the room into Georgia Militia and Cherokee Nation to get them more into the history.

- Open up the map, or allow students to in groups if technology is available, by going to the following link: <https://arcg.is/lmzqXe>. Hand out student packets at this time.

- Ask students to go to location "A." Once they click on it, a pop-up will open with a description of the location and its significance. You will then need students to click on "Instagram." From there they will examine a post on "Instagram" from one of the individuals involved in the Battle of Horseshoe Bend. They will also see feedback from others that commented on the post. In the student packet, they are asked to respond to the event by starting a T-chart of those for the Cherokee and those opposed.

-For location "B." Students will learn a little more about the Battle of New Orleans. If they have questions about certain characters as you work through each post, list them on the board for further exploration. Ask to complete number 2 on student hand-out. Continue having students' progress through each location and answer the corresponding question on their hand-out.

-When students come to question 7, they are asked to choose one of the colored Trail of Tears paths and develop their own Instagram posts to match various location on their route that would be a challenge. This will require them to examine the route and look for geographic issues such as rivers or mountains. For the main picture, they will need to develop an image that shows that hardship. This could look like a map or a photo of the geographic feature as if they were there. Remind students to keep it respectful as this was a huge plight for the Cherokee people and a stain on the American people.

-To close out the lesson have students reflect on question number 8. Ask them to discuss in groups prior to answering on paper to allow them to really think through the full picture of Andrew Jackson's relationship with the Trail of Tears. It may also be a good time to give them some critical questions such as reminding them that Jackson was not president and did not give the orders for the militias to remove the Indians, that was actually Van Buren.