

Lesson Plan on forced Native Peoples Relocation

Objectives:

1. Students will read and discuss varying accounts native peoples relocation.
2. Students will understand the effects the relocation had on native peoples.
3. Students will analyze the consequence of relocation via a well-organized short essay.

Target:

Grades 7-12, U.S. History

Procedure:

1. Class brainstorm as to the cause and effect of relocation native people. Teacher writes all ideas on board. Students make connections with prior learning of what is occurring in mid-1800s western America.
2. Jigsaw reading of three accounts of native relocation:
 - a. Cherokee's Trail of Tears (in most textbooks)
 - b. Lakota being moved to Great Sioux Reservation (workshop handout, Document 5: "The Treaty of Fort Laramie & the Struggle for the Black Hills") pages 327-334
 - c. Nez Perces (workshop handout, "Chief Joseph's Plea for Freedom", p.344)
Note: For differentiation purposes take into account reading amount and assign to appropriate reading abilities and interests.
3. After students read and annotate or take notes, they share out with each other, and take notes on each of the three stories.
4. In their groups of three students should find 4-5 commonalities and themes and 2-3 differences amongst the reading.
5. Share out as a large group, teacher writes on board, option for short discussion and follow-up questions posed by teacher.

Assessment:

Students should use their notes and learning to answer the following either at the end of the period as an exit slip or homework:

"Were the treaties of the 1850's & 60's successful?"

Students should have an excellent thesis statement, provide at least three supporting details and include commentary/analysis. This assignment is designed to be about a page in length, handwritten.