

### Teacher Materials

### Full Lesson

---

## American Indian Removal

### What Does It Mean to Remove a People?

---

#### Grades

- 6-12

#### Subjects

- U.S. History
- Civics
- Geography

#### Key Message

Soon after the founding of the United States, American Indian Nations in the East faced increasing pressure to cede their lands and move west of the Mississippi. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. Removal became a federal policy with the passage of the Indian Removal Act in 1830. Although a few Indian Nations were successful in keeping some of their lands, about 100,000 Indian people were ultimately removed to Indian Territory. The process of removal created upheaval, suffering, and death among Indian people. However, it was not the end for American Indians; they have survived and thrive as their own cultural and political entities today. The history of American Indian removal serves as an important lesson for all people today in understanding the importance of human rights, relations among diverse peoples, and the consequences of certain policies and actions taken by nations.

#### Pedagogical Approach

This module utilizes the Inquiry Design Model (IDM), which implements the C3 Inquiry Arc and the C3 Framework Dimension Standards into a student-centered inquiry-based approach to teaching and learning. Like the Inquiry Design Model, our approach seeks to, “honor teachers’ knowledge and expertise and avoids over prescription by highlighting key elements, offering pedagogical suggestions, and relying on teacher expertise and experience.”<sup>1</sup> Likewise, our module includes an inquiry blueprint that outlines supporting questions, featured sources, and performance tasks necessary for students to construct arguments that pertain to the compelling

---

<sup>1</sup> S. G., Grant, Kathy Swan, & John Lee, *Inquiry-based practice in social studies education: Understanding the Inquiry Design Model*, New York: Routledge and C3 Teachers, (2017).

question. In addition to embodying the C3 Framework and IDM, this module utilizes elements of Understanding by Design (UbD) and Universal Design for Learning (UDI).<sup>2</sup>

## Overarching Standards

Performance tasks in this module revolve around the skills outlined in the Common Core State Standards and the C3 Dimension Standards, which seek to elaborate on the CCSS by diving deeper into skills necessary for college, career and civic life.<sup>3</sup> In an effort to provide skills-based assessments and to meet the needs of a diverse body of teachers, we have elected to use these two nationally recognized sets of skills-based standards. The standards we list correlate to measureable objective-based assessment through formative and summative performance tasks. The content and themes in this module are highly influenced by the National Council for the Social Studies National Curriculum for Social Studies, specifically in the ten themes of social studies and NMAI's own framework for Essential Understandings about American Indians. We also considered other nationally recognized sets of standards, such as the National Geography Standards, the Framework for Twenty-First Century Learning, and the Council for Exceptional Children's Ethical Principals and Professional Practice Standards for Special Educators. While exploring the stages of this inquiry notice that CCSS Anchor Standards precede each set of corresponding grade-level standards.

### C3 Dimension Standards

**D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**D1.5.9-12.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

### CCSS: Anchor Standards

**CCSS.ELA-LITERACY.CCRA.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### CCSS: Grade Specific Standards

**CCSS.ELA-LITERACY.WHST.6-8.1:** Write [construct] arguments focused on discipline-specific content.

**CCSS.ELA-LITERACY.WHST.9-10.1:** Write [construct] arguments focused on discipline-specific content.

**CCSS.ELA-LITERACY.WHST11-12.1:** Write [construct] arguments focused on discipline-specific content.

<sup>2</sup> Grant Wiggins & Jay McTighe, *Understanding by Design*, (Alexandria, VA: Association for supervision and Curriculum Development, 2005; Ron Mace, Center for Universal Design, (1997): <https://projects.ncsu.edu/ncsu/design/cud/>.

<sup>3</sup> John Lee & Kathy Swan, "The C3 Framework and the Common Core State Standards," *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, NCSS Bulletin 113, (2013): xxii-xxiii; NCSS, "How to Read the C3 Framework," *Social Studies For The Next Generation: Purposes, practices, and implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, NCSS Bulletin 113, (2013): 12-13.

# IDM Blueprint

<b>Compelling Question</b>	<b>What Does It Mean to Remove a People?</b>		
<b>Standards</b>	<p><b>D1.5.6-8; D1.5.9-12.</b> Determine the kinds of sources. . .</p> <p><b>D4.1.6-8; D4.1.9-12.</b> Constructing evidence-based arguments from multiple sources...</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8; 9-10.1 &amp; 11-12.1.</b> Write [construct] arguments focused on <i>discipline-specific content</i>.</p>		
<b>Staging the Question</b>	Watch a video that explores the meaning of American Indian Removal from the perspective of students and then reflect on your own understanding of removal after examining quotes from two historic leaders and maps that show the many Native Nations that were forcibly removed from their homelands.		
<b>Supporting Question One</b>	<b>Supporting Question Two</b>	<b>Supporting Question Three</b>	
What Was the Muscogee Nation’s Experience With Removal?	How Did the Cherokee Nation Resist Removal?	How Did Six Different Native Nations Try to Avoid Removal?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
Refine claims about the Muscogee Nation’s experience with removal by using a graphic organizer to apply evidence that either supports or refutes existing claims.	Construct a claim using inferences about how the Cherokee Nation resisted removal by applying evidence from Cherokee actions before, during, and after removal.	Write multiple claims supported by evidence about the strategies that different Native Nations used to avoid removal and the outcome (results) of their actions.	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<b>Source Set A:</b> Interactive Case Study–The Removal of the Muscogee Nation	<b>Source Set A:</b> Interactive Case Study–The Trail of Tears, A Story of Cherokee Removal	<p><b>Source Set A:</b> Cherokee Nation Case Study</p> <p><b>Source Set B:</b> Eastern Band of Cherokee Nation Case Study</p> <p><b>Source Set C:</b> Kickapoo Nation Case Study</p> <p><b>Source Set D:</b> Potawatomi Nation Case Study</p> <p><b>Source Set E:</b> Seminole Nation Case Study</p> <p><b>Source Set F:</b> Shawnee Nation Case Study</p>	
<b>Summative Performance Task</b>	<b>Argument:</b> What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses consequences of policies and actions taken by nations, using specific claims and relevant evidence from historical and contemporary sources, while acknowledging competing views.		
<b>Taking Informed Action</b>	<b>Understand:</b> Examine two contemporary case studies that could be considered examples of removal today and form comparisons to their understanding of American Indian removal.		
	<b>Assess:</b> Determine the overarching problem or challenge presented in the contemporary case studies.		
	<b>Act:</b> Map a detailed project plan for taking informed action. <b><i>NK360° Framework for Taking Informed Action.</i></b>		

# Pedagogical Framework

## KNOW

American Indian Nations faced enormous pressure to give up their lands. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands. The act of removal of American Indians created upheaval, suffering, and death among Indian people and the scope of American Indian removal was vast and included many nations east of the Mississippi. The U.S. government used treaties, fraud, intimidation, and violence to remove about 100,000 American Indians west of the Mississippi. After arriving in new lands they had to rebuild their communities and co-exist with other Native Nations already there.

- **Supporting Question One:** The Muscogee were a powerful confederacy of southeastern tribes before the European colonization of North America. A sharply divided U.S. Congress passed the Indian Removal Act in 1830, and in the Treaty of 1832 the Muscogee finally ceded all their remaining homelands east of the Mississippi River in exchange for lands in Indian Territory. Muscogee peoples were forced to move over an 11-year period. Fifteen different groups travelled the approximately 750 miles over land and water routes, which took an average of three months to complete. Upon reaching an unfamiliar new land, the Muscogee had to build homes, reestablish their towns and government, and find ways to survive.
- **Supporting Question Two:** Original Cherokee homelands cover a vast area of what is today known as the southeastern United States. As more Europeans arrived in Cherokee lands, pressure mounted for the Cherokee to leave their homelands. A small group of Cherokee citizens believed that removal was inevitable, but many members of the Cherokee Nation actively resisted removal, even in the face of violence from non-Cherokees in the state of Georgia. The U.S. Army forcibly rounded up Cherokee people and oversaw their forced removal to Indian Territory. During removal, the Cherokee endured extreme heat, unsanitary conditions, and exhaustion; when Principal Chief John Ross learned of the conditions his people faced during the forced removal to Indian Territory, he petitioned the U.S. Army for the right to oversee the remainder of the removal process. When the last of the Cherokee groups reached Indian Territory, the nation worked to reunify. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance.
- **Supporting Question Three:** Native leaders of six different Native Nations acted to protect their peoples' aims and interests. Menominee, the well-known Potawatomi leader, refused to sign a treaty. The leaders of the Treaty Party of the Cherokee were willing to move in exchange for money, while leaders of the Cherokee Nation petitioned the U.S. government to affirm their rights to stay in their homelands. The Eastern Cherokee tried to establish property rights, in spite of a North Carolina law forbidding them to buy property, by adopting a white man into the tribe and giving him the power of attorney to buy land. The Shawnee leader Catahecassa tried to blend his people in with the white population, while a large number of Kickapoo left the United States for Mexico. A powerful faction of Seminoles, led by Osceola, used armed resistance against the U.S. government.



## UNDERSTAND

Different American Indian Nations reacted to issues of removal in different ways. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. While the process of removal created upheaval, suffering, and death among Indian people, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.

- **Supporting Question One:** Muscogee leaders faced increasing pressure from the United States, from the states of Georgia and Alabama, and from unscrupulous individuals to give up their lands and move west. Some of the Muscogee removal groups faced extremely harsh conditions and thousands died during removal or soon after they arrived in Indian Territory, yet the strength of Muscogee culture and beliefs and the tenacity of the people enabled them to survive both the removal and the difficult realities of their new existence. The challenges for the Muscogee people did not end with their arrival in Indian Territory. Through many difficulties, including further land lost to the United States, the Muscogee Nation remained together and is still in Oklahoma today.
- **Supporting Question Two:** The Cherokee Nation tried many different strategies to resist removal. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation's culture and sovereignty. Today, the Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.
- **Supporting Question Three:** Native Nations acted strategically and had to make many difficult choices in order to protect their people and nations. Whatever strategy they followed, many Native Nations were unable to avoid the vast scope of Indian removal by the U.S. government. The United States used all means at its disposal to force Native Nations to make a traumatic, exhausting, and life-threatening move to Indian Territory.

## DO

What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the consequences of policies and actions taken by nations, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

- **Supporting Question 1:** Refine claims about the Muscogee Nation's experience with removal by using a graphic organizer to apply evidence that either supports or refutes existing claims.
- **Supporting Question 2:** Construct a claim using inferences about how the Cherokee Nation resisted removal by applying evidence from Cherokee actions before, during, and after removal.
- **Supporting Question 3:** Write multiple claims supported by evidence about the strategies that different Native Nations used to avoid removal and the outcome (results) of their actions.

# Suggested Pacing Guide

## Traditional Schedule:

Stage	Assessment Materials	Standards
<b>Day 1</b> Staging the Question; Supporting Question One	<u><a href="#">Removal: Does It Make Sense?</a></u> [Parts A, B, and C]	<b>[C3 Dimension Standards]</b> D3.3.6-8. Identify evidence . . . D3.3.9-12. Identify evidence . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>[CCSS: Corresponding Grade Specific Standards]</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) . . . CCSS.ELA-LITERACY.WHST.9-10.1.A. Introduce precise claim(s) . . . CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s) . . .
<b>Day 2</b> Supporting Question One	<u><a href="#">Muscogee Removal</a></u> [Parts A and B]	<b>[C3 Dimension Standards]</b> D3.3.6-8. Identify evidence . . . D3.3.9-12. Identify evidence . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>CCSS: Corresponding Grade Specific Standards</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) . . . CCSS.ELA-LITERACY.WHST.9-10.1.A. Introduce precise claim(s) . . . CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s) . . .
<b>Day 3</b> Supporting Question Two	<u><a href="#">Cherokee Removal</a></u> [Parts A, B, and C]	<b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counterclaims . . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS: Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.R.1. Read closely to determine . . . <b>[CCSS: Corresponding 9-12 Grade Specific Standards]</b> CCSS.ELA-LITERACY.RL.6.1. Cite textual evidence . . . CCSS.ELA-LITERACY.RL.7.1. Cite several pieces of textual evidence . . . CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence that most strongly supports . . . CCSS.ELA-LITERACY.RL.9-10.1. Cite strong and thorough textual evidence . . . CCSS.ELA-LITERACY.RL.11-12.1. Cite strong and thorough textual evidence to support analysis . . .
<b>Day 4</b> Supporting Question Three	<u><a href="#">Strategies to Avoid Removal</a></u> [Parts A and B]	<b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counter claims. . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>[CCSS: Grade Level Standards]</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning. CCSS.ELA-LITERACY.WHST.9-10.1.B. Develop claim(s) and counterclaims. CCSS.ELA-LITERACY.WHST.11-12.1.B. Develop claim(s) and counterclaims
<b>Day 5</b> Supporting Question Three; Summative Task	<u><a href="#">Evidence Kit</a></u> What does it mean to remove a people? Construct an argument addressing the compelling question.	D1.5.6-8; D1.5.9-12. Determine the kinds of sources. . . D4.1.6-8; D4.1.9-12. Constructing evidence-based arguments from multiple sources... <b>CCSS.ELA-LITERACY.WHST.6-8; 9-10.1 &amp; 11-12.1.</b> Write [construct] arguments focused on discipline-specific content.
<b>Day 6</b> Taking Informed Action	<u><a href="#">Optional Extension</a></u>  <u><a href="#">Removal Today</a></u> [Parts A and B]	<b>D4.7.6-8; 9-12.</b> Assess options for individual and collective action to address local, regional, and global . . . <b>D4.6.6-8; 9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; . . .
<b>Day 7</b> Taking Informed Action	<u><a href="#">Optional Extension</a></u>  <u><a href="#">NK360° Framework for Taking Action</a></u>	<b>D4.7.6-8; 9-12.</b> Assess options for individual and collective action to address local, regional, and global . . . <b>D4.6.6-8; 9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; . . .

**Block Schedule:**

Stage	Assessment Materials	Standards
<p><b>Day 1</b> Staging the Question; Supporting Question One</p>	<p><u><a href="#">Removal: Does It Make Sense?</a></u> [Parts A, B, and C]</p> <p><u><a href="#">Muscogee Removal</a></u> [Part A]</p>	<p><b>[C3 Dimension Standards]</b> D3.3.6-8. Identify evidence . . . D3.3.9-12. Identify evidence . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments . . . <b>CCSS: Corresponding Grade Specific Standards</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning . . . CCSS.ELA-LITERACY.WHST.9-10.1.A. Introduce precise claim(s) . . . CCSS.ELA-LITERACY.WHST.11-12.1.A. Introduce precise, knowledgeable claim(s) . . .</p>
<p><b>Day 2</b> Supporting Question Two</p>	<p><u><a href="#">Muscogee Removal</a></u> [Part B]</p> <p><u><a href="#">Cherokee Removal</a></u> [Part A]</p>	<p><b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counterclaims . . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS: Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.R.1. Read closely to determine . . . <b>[CCSS: Corresponding 9-12 Grade Specific Standards]</b> CCSS.ELA-LITERACY.RL.6.1. Cite textual evidence . . . CCSS.ELA-LITERACY.RL.7.1. Cite several pieces of textual evidence . . . CCSS.ELA-LITERACY.RL.8.1. Cite the textual evidence that most strongly supports . . . CCSS.ELA-LITERACY.RL.9-10.1. Cite strong and thorough textual evidence . . . CCSS.ELA-LITERACY.RL.11-12.1. Cite strong and thorough textual evidence to support analysis . . .</p>
<p><b>Day 3</b> Supporting Question Two; Supporting Question Three</p>	<p><u><a href="#">Cherokee Removal</a></u> [Parts B and C]</p> <p><u><a href="#">Strategies to Avoid Removal</a></u> [Part A]</p>	<p><b>[C3 Dimension Standards]</b> D3.4.6-8. Develop claims and counter claims . . . D3.4.9-12. Refine claims and counterclaims . . . <b>[CCSS Anchor Standards]</b> CCSS.ELA-LITERACY.CCRA.W.1. Write arguments to support claims . . . <b>[CCSS: Grade Level Standards]</b> CCSS.ELA-LITERACY.WHST.6-8.1.B. Support claim(s) with logical reasoning. CCSS.ELA-LITERACY.WHST.9-10.1.B. Develop claim(s) and counterclaims. CCSS.ELA-LITERACY.WHST.11-12.1.B. Develop claim(s) and counterclaims</p>
<p><b>Day 4</b> Supporting Question Three; Summative Performance Task</p>	<p><u><a href="#">Strategies to Avoid Removal</a></u> [Part B]</p> <p><u><a href="#">Evidence Kit</a></u> What does it mean to remove a people? Construct an argument addressing the compelling question.</p>	<p>D1.5.6-8; D1.5.9-12. Determine the kinds of sources . . . D4.1.6-8; D4.1.9-12. Constructing evidence-based arguments from multiple sources . . . CCSS.ELA-LITERACY.WHST.6-8; 9-10.1 &amp; 11-12.1. Write [construct] arguments focused on discipline-specific content.</p>
<p><b>Day 5</b> Taking Informed Action</p>	<p><u><a href="#">Optional Extension</a></u></p> <p><u><a href="#">Removal Today</a></u> [Parts A and B]</p> <p><u><a href="#">NK360 Framework for Taking Informed Action</a></u></p>	<p>D4.7.6-8; 9-12. Assess options for individual and collective action to address local, regional, and global . . . D4.6.6-8; 9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; . . .</p>

---

## Staging the Question: Removal—Does It Make Sense?

---

### Featured Sources

- **Video: Removal**— Watch this video and reflect on what it means to remove a people.
- **Opposing Perspectives**—Read what two opposing leaders had to say about American Indian removal almost two hundred years ago.
- **Removal Map**—Take a close look and consider how many Native Nations were forced to leave their lands.
- **Optional Extension Essay: “American Indian Removal”**—Read what a Smithsonian historian has to say about American Indian removal.

### Student Tasks

- **Removal: Does It Make Sense?**





## Staging the Question Lesson Procedures

### Anticipatory Set

#### Part A—Leaving a Home

**Teacher TIP:** Consider using the mind map in Part B of the [Removal: Does It Make Sense?](#) worksheet to assess students' prior knowledge. You can have students continue to use the mind map as they move through the inquiry. See how their understanding of removal may change in the face of new and compelling evidence..

- Ask students to consider how they would react if they were told that they had to leave their home and live somewhere else far away. Have students write their reflections on this question on Part A of the [Removal: Does It Make Sense?](#) worksheet. Students might share or discuss their answers.

### Guided Practice, Instruction, and Formative Assessment

#### Part B—Removal?

- Preview the video [Removal](#). Explain that this short, animated video presents other students' understandings of American Indian removal. On Part B of the [Removal: Does It Make Sense?](#) worksheet, students write down their current understandings about the meaning and significance of the word "removal."
- As a class, watch the video [Removal](#).
- Students should expand and refine their understandings about removal after viewing the video.

### Check for Understanding

#### Part C—Opposing Perspectives

- Emphasize to students that for many years, American Indian leaders actively resisted pressure—from land-hungry Americans—to leave their homelands. Removal as a federal policy came into effect with the passage of the Indian Removal Act of 1830.
- In pairs or as a whole class, have students examine the *Opposing Perspectives* source set. In Part C of the [Removal: Does It Make Sense?](#) worksheet, students analyze a Native leader's and a U.S. president's perspectives about removal. Included in the source set is an image of the Indian Removal Act of 1830.

### Review

#### Removal Map

**Teacher TIP:** As students examine the map, you might ask questions that prompt students to think about the scope and scale of removal as a federal policy. Consider emphasizing the number of nations represented on the map, the scale of homelands that were taken away, and the extremely small amount of territory to which many of these nations were removed.

- Direct students to the *Removal Map*.
- Explain that different American Indian Nations reacted to issues of removal in different ways.
- Students examine the map with attention to what they see represented on the map (summarize), what that information means (analyze), and why it matters (infer).

*Teacher TIP:* As an extension, you might direct students to the section “Hear from the Historian,” an essay on American Indian removal. This essay by a Smithsonian historian provides students historical context about the era in which the U.S. Government implemented removal as a federal policy.

**Preview**

- Introduce supporting question one: *How did the Muscogee Nation experience removal?* by explaining that students will begin the inquiry by examining how one Native Nation experienced removal.



# Supporting Question One: What Was the Muscogee Nation's Experience with Removal?

## Featured Sources

- **Interactive Case Study**—The Removal of the Muscogee Nation: Examine primary sources, quotes, short videos, and images to better understand one nation's experience before, during, and after removal.

## Student Tasks

- [\*Muscogee Removal\*](#)

## Student Outcomes

### KNOW

The Muscogee were a powerful confederacy of southeastern tribes before the European colonization of North America. A sharply divided U.S. Congress passed the Indian Removal Act in 1830, and in the Treaty of 1832 the Muscogee finally ceded all their remaining homelands east of the Mississippi River in exchange for lands in Indian Territory. Muscogee peoples were forced to move over an 11-year period. Fifteen different groups travelled the approximately 750 miles over land and water routes, which took an average of three months to complete. Upon reaching an unfamiliar new land, the Muscogee had to build homes, reestablish their towns and government, and find ways to survive.

### UNDERSTAND

Muscogee leaders faced increasing pressure from the United States, from the states of Georgia and Alabama, and from unscrupulous individuals to give up their lands and move west. Some of the Muscogee removal groups faced extremely harsh conditions and thousands died during removal or soon after they arrived in Indian Territory, yet the strength of Muscogee culture and beliefs and the tenacity of the people enabled them to survive both the removal and the difficult realities of their new existence. The challenges for the Muscogee people did not end with their arrival in Indian Territory. Through many difficulties, including further land lost to the United States, the Muscogee Nation remained together and is still in Oklahoma today.

### DO

Refine claims about the Muscogee Nation's experience with removal by using a graphic organizer to apply evidence that either supports or refutes existing claims.



**Standards****C3 Dimension Standards**

**D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**D3.3.9-12.** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**CCSS Anchor Standards**

**CCSS.ELA-LITERACY.CCRA.W.1.** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**CCSS: Corresponding Grade Specific Standards**

**CCSS.ELA-LITERACY.WHST.6-8.1.B.** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**CCSS.ELA-LITERACY.WHST.9-10.1.A.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.WHST.11-12.1.A.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

## Supporting Question One Lesson Procedures

### Anticipatory Set

#### Part A—Agree/Disagree

**Note to Teachers:** Students do not need to have background knowledge about the Muscogee Nation to complete supporting question one.

- Start by determining what students already know about the Muscogee Nation. Students' prior knowledge may vary considerably. For students with limited knowledge about the Muscogee Nation, you might first view the "Before" chapter of the interactive case study as a whole class.
- In Part A of ***Muscogee Removal***, students evaluate a series of claims about the experiences of Muscogee peoples before, during, and after removal. Before students begin their independent or small-group exploration of the full interactive case study, students determine whether they agree or disagree with the claims presented. Students will return to the series of claims after examining the full interactive case study.

**Teacher TIP:** Students will likely not be able to accurately assess the validity of the claims presented in Part A of ***Muscogee Removal*** until they examine the sources in each chapter. The purpose of this task is to practice the skill of re-evaluating their initial reactions to claims based on new and compelling evidence presented in the interactive case study.

### Guided Practice, Instruction, and Formative Assessment

**Teacher TIP:** Students can work independently or in small groups to review the featured sources in each chapter ("Introduction," "Before," "During," "After," and "Reflections"). You might consider allotting two traditional class periods (50 minutes) for students to examine the full interactive case study.

#### Part B—Finding Evidence

- In Part B of the ***Muscogee Removal*** worksheet, students examine the featured sources in the full case study in order to find evidence that either supports or refutes the claims laid out in Part A of the worksheet.
- As students move through each chapter of the interactive case study, they can use the graphic organizer to first list the source(s) within each chapter that address a particular claim and then determine whether the evidence from the source(s) either supports or refutes the claim.

### Check for Understanding

- Once students complete their review of the interactive case study, they might share their findings about the evidence that supported or refuted claims about the experiences of Muscogee peoples before, during, and after removal.
- As students discuss their conclusions, check for understanding of key content concepts: Muscogee leaders faced increasing pressure from the United States, from the states of Georgia and Alabama, and from unscrupulous individuals to give up their lands and move west. Some of the Muscogee removal groups faced extremely harsh conditions, and thousands died during removal or soon after they arrived in Indian Territory, yet the strength of Muscogee culture and beliefs and the tenacity of the people enabled them to

survive both the removal and the difficult realities of their new existence. The challenges for the Muscogee people did not end with their arrival in Indian Territory. Through many difficulties, including further land lost to the United States, the Muscogee Nation remained together and is still in Oklahoma today.

**Preview**

- Next, students will consider how another Native Nation actively resisted removal.
- Preview supporting question two: *How did the Cherokee Nation resist removal?*

## Supporting Question Two: How Did the Cherokee Nation Resist Removal?

### Featured Sources

- **Interactive Case Study**—Trail of Tears: A Story of Cherokee Removal— Consider what it means to resist and persist. Examine featured sources that show the different ways that Cherokee leaders and people resisted removal.

### Student Tasks

- [\*Cherokee Removal\*](#)

### Student Outcomes

#### KNOW

Original Cherokee homelands cover a vast area of what is today known as the southeastern United States. As more Europeans arrived in Cherokee lands, pressure mounted for the Cherokee to leave their homelands. A small group of Cherokee citizens believed that removal was inevitable, but many members of the Cherokee Nation actively resisted removal, even in the face of violence from non-Cherokees in the state of Georgia. The U.S. Army forcibly rounded up Cherokee people and oversaw their forced removal to Indian Territory. During removal, the Cherokee endured extreme heat, unsanitary conditions, and exhaustion; when Principal Chief John Ross learned of the conditions his people faced during the forced removal to Indian Territory, he petitioned the U.S. Army for the right to oversee the remainder of the removal process. When the last of the Cherokee groups reached Indian Territory, the nation worked to reunify. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance.

#### UNDERSTAND

The Cherokee Nation tried many different strategies to resist removal. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation's culture and sovereignty. Today, the Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.

#### DO

Construct a claim using inferences about how the Cherokee Nation resisted removal by applying evidence from Cherokee actions before, during, and after removal.

### Standards

#### C3 Dimension Standards

**D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.

**D3.4.9-12.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



**CCSS: Anchor Standards**

**CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS: Corresponding 9-12 Grade Specific Standards**

**CCSS.ELA-LITERACY.RL.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.8.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.





## Supporting Question Two Lesson Procedures

### Anticipatory Set

- Ask students if they have heard of the phrase “The Trail of Tears.”
- If yes: What do they know about it? Where did they hear about it? What comes to mind when they think about it?
- If no: What could it mean? What kind of feeling does the phrase “The Trail of Tears” leave you with?
- Students might return to the phrase “The Trail of Tears” at the conclusion of supporting question two and reflect on new understandings that they have about the meaning and significance of the phrase.

### Review

- Recall with students the previous supporting question’s case study, *The Removal of the Muscogee Nation*.
- Have students share what they remember about the experiences of Muscogee Peoples before, during, and after removal.

### Guided Practice, Instruction, and Formative Assessment

#### Part A—Protecting Homelands: Summarize

*Teacher TIP: Each chapter of the case study looks at a different phase of removal, and the student tasks follow that progression. Depending on your students’ needs, you might lead the whole class through chapter one in order to reinforce the skills that are needed to interpret the different types of sources. The remaining chapters and corresponding tasks could be completed individually, in student pairs, or in small groups.*

- This case study is organized into five chapters: “Early History and Relationships between Nations”; “Resisting Removal”; “Forced Removal”; “Rebuilding After Removal”; and “Reflections.” Each chapter features perspectives from contemporary Cherokee citizens and leaders as well as a variety of featured sources that together help students construct an understanding of the how the Cherokee Nation resisted removal.
- In Part A of the ***Cherokee Removal*** worksheet, students could work as a full class and look back to the sources in “Early History and Relationships between Nations” and summarize why and how the Cherokee Nation protected its homelands before removal. First, students will write a brief summary about why and how the Cherokee acted to protect their homelands. Then, students will use evidence from the sources to support their summary.

**Teacher Tip:**

A big idea of this case study is **resistance**. It is important to help students recognize that the Cherokee Nation tried many ways to challenge removal and that resistance took many forms. While not all efforts were successful, the Cherokee did find ways to rebuild, renew, and sustain their nation’s culture and sovereignty.

## **Guided Practice, Instruction, and Formative Assessment**

### **Part B—Summarize and Analyze**

- In Part B of the ***Cherokee Removal*** worksheet, students review the sources in the chapters “Resisting Removal” and “Forced Removal.” First, students summarize the pressures and divisions that the Cherokee faced before and during removal. Then, students analyze the impact of these pressures and divisions on the Cherokee’s ability to resist removal.
- Students now go to the final two chapters of the case study, “Rebuilding After Removal” and “Reflections.” Remind students to use the discussion questions at the end of each chapter to reflect on key ideas.

### **Check for Understanding**

- Before moving to Part C of the ***Cherokee Removal*** worksheet, check for student understanding about a key concept in the case study: resistance. Ask students to go back to the sources in “Rebuilding After Removal” and “Reflections” and consider how rebuilding the Cherokee Nation was a way to show resistance to removal. Students should recognize that the Cherokee Nation took actions to rebuild after removal and those actions prove that the Cherokee Nation is determined to persist and look to the future. Today the Cherokee Nation provides support for its citizens through education, economic development, and governance. The Cherokee continue to find opportunities to celebrate and sustain important cultural values and practices.

## **Guided Practice, Instruction, and Formative Assessment**

### **Part C—Making Claims**

- Finally, have students go back through each chapter and select three actions, along with evidence for each action, that best demonstrate Cherokee resistance to removal. Students will then construct a claim that addresses how the Cherokee Nation resisted removal.

### **Preview**

- Next, students will build on their understanding of the Muscogee and Cherokee experiences with removal and examine the greater scope of removal as a U.S. policy.
- In supporting question three, students explore how six different Native Nations tried to avoid removal.

## Supporting Question Three: How Did Six Different Native Nations Try to Avoid Removal?

### Featured Sources

- **Source Set A:** Potawatomi Nation Case Study— Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set B:** Cherokee Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set C:** Seminole Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set D:** Kickapoo Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set E:** Shawnee Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.
- **Source Set F:** Eastern Cherokee Nation Case Study — Examine primary and secondary sources that reveal the strategies this nation used to avoid removal.

### Student Tasks

- **[Strategies to Avoid Removal](#)**

### Student Outcomes

#### KNOW

Native leaders of six different Native Nations acted to protect their peoples' aims and interests. Menominee, the well-known Potawatomi leader, refused to sign a treaty. The leaders of the Treaty Party of the Cherokee were willing to move in exchange for money, while leaders of the Cherokee Nation petitioned the U.S. government to affirm their rights to stay in their homelands. The Eastern Cherokee tried to establish property rights, in spite of a North Carolina law forbidding them to buy property, by adopting a white man into the tribe and giving him the power of attorney to buy land. The Shawnee leader Catahecassa tried to blend his people in with the white population, while a large number of Kickapoo left the United States for Mexico. A powerful faction of Seminoles, led by Osceola, used armed resistance against the U.S. government.

#### UNDERSTAND

Native Nations acted strategically and had to make many difficult choices in order to protect their people and nations. Whatever strategy they followed, many Native Nations were unable to avoid the vast scope of Indian removal by the U.S. government. The United States used all means at its disposal to force Native Nations to make a traumatic, exhausting, and life-threatening move to Indian Territory.

#### DO

Write multiple claims supported by evidence about the strategies that different Native Nations used to avoid removal and the outcome (results) of their actions.



**Standards****C3 Dimension Standards**

**D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.

**D3.4.9-12.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**CCSS: Anchor Standards**

**CCSS.ELA-LITERACY.CCRA.W.1.** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**CCSS: Grade Level Standards**

**CCSS.ELA-LITERACY.WHST.6-8.1.B.** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**CCSS.ELA-LITERACY.WHST.9-10.1.B.** Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

**CCSS.ELA-LITERACY.WHST.11-12.1.B.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

## Supporting Question Three Lesson Procedures

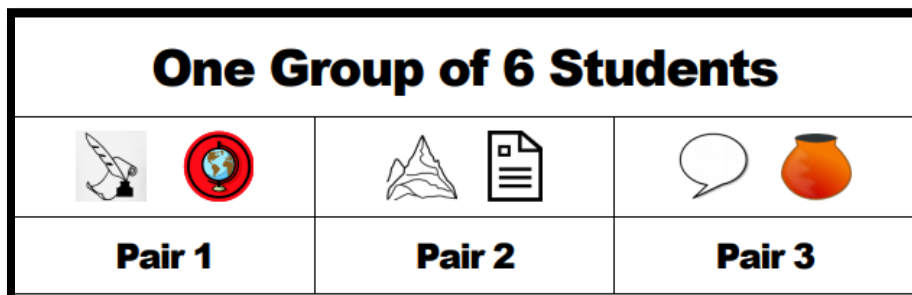
### Anticipatory Set

#### Part A—If/Then

- In Part A of [Strategies to Avoid Removal](#), students complete an if/then statement. “**If** someone powerful told me I had to leave my home and move far away, **then** I would: (fight back/refuse to leave/try to change that person’s mind/leave/other).”
- Students might share their responses and reflect on the strategies they observed in supporting questions one and two.
- Explain that students will now investigate how six different Native Nations tried to avoid removal.

### Guided Practice, Instruction & Formative Assessment

*Teacher TIP:* We recommend that students work in groups of six to investigate the source sets in supporting question two. You might choose to have all groups focus on the same Native Nation, or depending on your class size and student needs, each group could be responsible for a different Native Nation.



*Teacher TIP:* Each student pair would be responsible for examining one text-based source and one image-based source.

- Pair 1: Treaty + Map
- Pair 2: Image + Document
- Pair 3: Quote + Object

#### Part B—Pair Summary

*Teacher TIP:* When students select a Native Nation case for further investigation, they first see an interactive graphic story that provides a summary of that nation’s experiences with removal. Students could read the summary before or after they complete the case study. The purpose of the interactive story is to give students an orientation to the choices each nation faced and a preview of the actions they took to try to avoid removal.

- In Part B of the [Strategies to Avoid Removal](#) worksheet, students first work with a partner to read or examine their two sources and discuss the questions that accompany each source.
- Then, students construct a claim about the impact of removal for the Native Nation they studied. Finally, students support their claim using evidence from the sources they examined.

**Part C—Group Summary**

- Once each pair within the group of six students has completed their portion of the case study, the full group should turn to Part B of the **Strategies to Avoid Removal** worksheet.
- Students first determine the action(s) that leaders and citizens of that nation took to try to avoid removal. Then, students apply evidence from the featured sources to support their claims about the results of these actions.

*Note to Teachers: Each source type will give attention to different kinds of impacts that Native Peoples experienced as a result of removal. Some sources offer a clear-cut look at the impacts of removal, while other sources reveal a more nuanced understanding of the lasting effects.*

**Check for Understanding**

- As a closing discussion, invite students to share their conclusions and cite evidence from the sources they examined.
- While interpretations of the evidence may vary, students should understand that Native Nations acted strategically and had to make many difficult choices in order to protect their people and nations. Whatever strategy they followed, many Native Nations were unable to avoid the vast scope of Indian removal by the U.S. government. The United States used all means at its disposal to force Native Nations to make a traumatic, exhausting, and life-threatening move to Indian Territory.



---

## Summative Performance Task

---

### Student Tasks

- **Summative Performance Task: *Evidence Kit***— Build an evidence kit by selecting up to five sources that support your argument about what it means to remove a people.

### Student Outcomes

#### KNOW

American Indian Nations faced enormous pressure to give up their lands. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands. The act of removal of American Indians created upheaval, suffering, and death among Indian people and the scope of American Indian removal was vast and included many nations east of the Mississippi. The U.S. government used treaties, fraud, intimidation, and violence to remove about 100,000 American Indians west of the Mississippi. After arriving in new lands they had to rebuild their communities and co-exist with other Native Nations already there.

#### UNDERSTAND

Different American Indian Nations reacted to issues of removal in different ways. For many years, American Indian leaders made difficult choices by planning strategically and relying on their nations' cultural, political, and military strengths to avoid removal. While the process of removal created upheaval, suffering, and death among Indian people, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.

#### DO

What does it mean to remove a people? Construct an argument (e.g., detailed outline, graphic, presentation, or essay) that addresses the consequences of policies and actions taken by nations, using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.



**Standards****C3 Dimension Standards**

**D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**D1.5.9-12.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**CCSS: Anchor Standards**

**CCSS.ELA-LITERACY.CCRA.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CCSS: Grade Specific Standards**

**CCSS.ELA-LITERACY.WHST.6-8.1:** Write [construct] arguments focused on discipline-specific content.

**CCSS.ELA-LITERACY.WHST.9-10.1:** Write [construct] arguments focused on discipline-specific content.

**CCSS.ELA-LITERACY.WHST11-12.1:** Write [construct] arguments focused on discipline-specific content.



## Summative Performance Task

### Lesson Procedures

#### Anticipatory Set

- Return to the compelling question: *What does it mean to remove a people?*
- You might revisit the supporting questions with students to refresh their understanding of key content and concepts.
- Students could reflect on the extent to which their understanding of the compelling question might have changed as they moved through the inquiry.

#### Guided Practice, Instruction, and Summative Assessment

- At this point in the inquiry, students have examined many Native Nations' experiences before, during, and after removal. It is important to help students see and appreciate that different American Indian Nations exhibited agency and reacted to issues of removal in different ways.
- Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question: *What does it mean to remove a people?*

#### Summative Argument

- To support students' application of evidence in building an argument, this inquiry features an interactive [\*evidence kit\*](#). Students can select and then print up to five sources that support their argument.
- It is important to note that students' arguments could take a variety of forms, including a detailed outline, graphic, presentation, or essay. Students should construct an argument in one of these forms that addresses the compelling question and acknowledges competing views, using specific claims and relevant evidence from historical sources.

#### Argument Stems

*Teacher TIP:* An argument stem serves as the thesis statement for students' arguments.

- For decades, many American Indian Nations faced enormous pressure to give up their lands. For many years, American Indian leaders made difficult choices. Native Nations planned strategically and exercised agency by relying on their community's cultural, political, and military strength to avoid removal.
- Land-hungry Americans saw economic opportunity in American Indian lands, and the pressure to remove Indians grew. Americans tried to justify their actions by saying that Indians were uncivilized people who made little use of their vast tribal lands. Most American Indian Nations flatly rejected the idea of removal, and they tried every strategy they could imagine to avoid it. Some nations refused to leave, some fought to keep their lands, and some tried to adopt a different way of living so that they could remain on their homelands.

- The act of removing American Indians created upheaval, suffering, and death among Indian people. After arriving in new lands, they had to rebuild their communities and coexist with other Native Nations already there. However, it was not the end for American Indians. They have survived and thrive as their own cultural and political entities today.
- The scope of American Indian removal was vast and included many nations east of the Mississippi. The U.S. government used treaties, fraud, intimidation, and violence to remove about 100,000 American Indians west of the Mississippi. American Indian removal is an important lesson for all people today in understanding the importance of human rights, relationships between people, and the consequences of policies and actions taken by nations.



## Taking Informed Action

### Featured Sources

- **Source Set A:** High Tide Case Study— Examine primary and secondary sources that tell the story of a child forced to flee Afghanistan during wartime.
- **Source Set B:** Reza Case Study— Examine primary and secondary sources that tell the story of an indigenous island community that faces forced migration due to rising sea levels.

### Student Tasks

- [Removal Today](#)
- Optional Extension Task: [NK360° Framework for Taking Informed Action](#)

### Student Outcomes (Taking Informed Action)

#### UNDERSTAND

Examine two contemporary case studies that could be considered examples of removal today and form comparisons to their understanding of American Indian removal.

#### ASSESS

Determine the overarching problem or challenge presented in the contemporary case studies.

#### ACT

Map a detailed project plan for taking informed action. [NK360° Framework for Taking Informed Action](#)

### Standards

#### [C3 Dimension Standards]

**D4.7.6-8; 9-12.** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**D4.6.6-8; 9-12.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

## Informed Action Lesson Procedures

### Anticipatory Set: Contemporary Connection

- Discuss with students the pressures they observed in the removal inquiry that pushed many Native Nations off their homelands. Student responses might highlight things like Americans' hunger for land, economic opportunity for the United States, and a belief in "Manifest Destiny."
- Ask students to consider whether there are any pressures today that might create situations where people are forced to leave their homes.
- Explain to students that they will now examine two contemporary case studies that show removal in a current-day context. Students should look for similarities and differences between these contemporary cases and the case studies of American Indian removal that they examined earlier in the inquiry.

### Guided Practice & Instruction

*Teacher TIP:* We recommend that students work in groups of four to investigate Source Sets A and B. Each student pair would be responsible for examining one text-based source and one image-based source. (Pair 1: Document + Map; Pair 2: Image + Quote)

*Teacher TIP:* Have students pay attention to what forces (or pressures) might be causing contemporary examples of removal. The two featured case studies illustrate the impact of war and environmental changes as forces of removal; however, students could use these case studies as a jumping off point to explore additional current-day examples of forced removal.

#### Part A—Pair Summary

- In Part A of the **Removal Today** worksheet, each student first works with a partner to read or examine their two sources and discuss the questions that accompany each source. Then, students come to a conclusion about whether there is evidence that the people in the case study experienced removal.

#### Part B—Group Summary

- Once each pair within the group of four completes their portion of the case study, the full group should turn to Part B of the **Removal Today** worksheet.
- Students first identify the case study they examined and determine whether the case is an example of removal today. Then, students apply evidence from the featured sources to support their claim. Finally, students make connections to the inquiry by citing similarities and differences between the modern example they studied and the key understandings they have about American Indian removal.

#### Extension—**NK360° Framework for Taking Informed Action**

- In Parts A and B of the worksheet **Removal Today**, students practiced the first skill necessary to taking informed action: **analyze** how a problem (removal) can “manifest itself at local, regional, and global levels over time, identify its characteristics, causes, and the challenges and opportunities faced by those trying to address the problem.”<sup>4</sup>
- Depending on your students' needs and classroom constraints, students can use the **NK360° Framework for Taking Informed Action** to **assess**, **plan**, and **execute** the concrete steps needed to take informed action.

<sup>4</sup> <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf#page=62>