

Sample Lesson Template for *History, Civics, Empathy and EdTech*

[Lesson Plan walk-through video](#)

Lesson Plan Synopsis: This lesson is based on student historical inquiry and close-reading of primary sources. The Indian Removal Act of 1830, while popular in its time, has had lasting devastating impacts on the Native American community and is generally now regarded as a highly controversial legislation (at best). Students will engage in reading primary source documents from and then use the knowledge acquired regarding multiple perspectives in historical evidence as they engage in a summative assignment.

Lesson Title	<p style="text-align: center;">Indian Removal Act (An Introduction through Primary Sources)</p> <p><i>*This is part of a larger unit: "Age of Jackson."</i></p>
Content Area/Grade Level/Approximate length	<p>US History/8th Grade/1-2 Day lesson as part of a larger unit</p> <p>This classroom lesson demonstrates use of primary sources, inquiry, and implementation of historical thinking skills. This lesson can take place over the course of 2-3 class periods or during a block during block scheduling.</p>
Objectives with grade level adjustment	<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will read, interpret and analyze Primary Sources related to the Indian Removal Act. ● Students will demonstrate an authentic understanding of the Indian Removal Act: <ul style="list-style-type: none"> ○ Students will identify the Key Stakeholders in the Act ○ Students will identify multiple perspectives regarding this legislation (popular in its day) through a ○ Students will complete a summative task at the end of the lesson addressing the EQ below. <p>Essential Question:</p> <ol style="list-style-type: none"> 1) Content EQ: How did Andrew Jackson change the country (United States) through the Indian Removal Act? (CA HSS Framework p. 261) 2) Unit EQ: Identify multiple perspectives and complexities in historical perspectives. <p>Grade Level Adjustment:</p>

	<p>Younger students: Scaffold review with primary sources (review together as a class or in small groups) and check for understanding as you review the documents. You can also have students participate in a “Think, Pair, Share” activity to discuss the questions with peers.</p> <p>Older students: Research independently from a list of archives, sources and databases (National Archives, Library of Congress, GALE, etc.) Discuss finding with peers in a collaborative online platform such as Padlet or shared Google Doc/MS Word Document.</p>
Standards Addressed	<p>ISTE Student Standards: 1.3A, 1.6A</p> <p>Content Area Standards: CCSS ELA/HSS Grade 6-8 ELA-Literacy/RH/6-8/1/ ELA-Literacy/RH/6-8/2/</p>
Suggested EdTech Tools for implementation/Materials/Preparation	<ul style="list-style-type: none"> ● Suggested EdTech Tools Materials: <ul style="list-style-type: none"> ○ Flipgrid ○ Google Slides or MS PowerPoint ○ Google Docs/Microsoft Word ○ Wakelet ○ Padlet ○ Chromebook/PC/tablet ● Other Materials required: <ul style="list-style-type: none"> ○ WIFI/Internet Access ● Advanced Teacher Preparation: <ul style="list-style-type: none"> ○ Familiarize yourself with the website National Archives, David M. Rubenstein Collection: <u>Record of Rights</u> and primary source materials available. (It is highly recommended that teachers run through the entire activity ahead of time in order to make adjustments for any challenges they anticipate their students may come across.) ○ Provide website to students through Learning Management System or other means (Google Classroom, Canvas, Teams, Padlet, bit.ly, Wakelet, etc.) ○ Create a digital document with questions to guide students through Primary Sources as they relate to the Essential Question. (Example Here) *Can be printed if technological access is limited (devices or WIFI) ○ Prepare Flipgrid Topic for student responses ○ Prepare rubric for grading based on the essential

	question.
Lesson Plan Steps (highlighting opportunities for more equitable access)	<ul style="list-style-type: none"> ● Lesson Plan Steps: <ol style="list-style-type: none"> 1) Teacher polls students for their initial thoughts on the EQ to access any prior knowledge before the webquest. <ol style="list-style-type: none"> a) Remind students of overarching unit question: How did Andrew Jackson change the country (United States) through the Indian Removal Act? (CA HSS Framework p. 261) b) Additional questions may be included: What was the Indian Removal Act of 1830 and how did it impact Native Americans, both in the past and today? Instruct students to use their prior knowledge to answer the EQ and to make inferences based on what they have already learned in the Age of Jackson Unit. (Students are not expected to be able to fully answer this question, this is the goal of the webquest investigation.) c) Teacher can poll students this through a variety of EdTech tools <ol style="list-style-type: none"> i) Mentimeter ii) Google/MS Forms iii) Other tools that you like (including paper, such as post-its) 2) Assign students Understanding the Indian Removal Act Webquest (May be assigned as a digital document virtually or on paper. This webquest works most effectively with students exploring the digital resources on the website. However, if students do not have wifi access, the teacher can print up hard copies of each primary source for students to access, share, and study during class.) <ol style="list-style-type: none"> a) Teacher will give directions and model for students: <ol style="list-style-type: none"> i) How to access the website ii) How long this exploration should take iii) How much information students are required to write as they explore the primary sources iv) Will this be graded or peer reviewed? 3) Following the Webquest, review the outcomes of the exploration to discuss as a whole class to dig deeper into the materials, provide clarifications and answer questions as well.

- 4) Students will prepare for the summative assessment
 - a) Review the summative portion of the lesson with students: (directions on sample). The forced removal of the Cherokee from their native lands is referred to as the “Trail of Tears.” Describe this march and the impact on the Cherokee and other S.E Tribes forced from their homelands.
 - b) Students will take a deeper dive and study two of the documents (their choice) in depth, using the [National Archives Written Document Analysis Worksheet](#) (This will help them with the summative assignment.)
- 5) Assign the summative assessment: Students will respond to the EQ in [ACE format](#)/EXIT Ticket using evidence from their investigation.
 - a) Provide options built in for students to communicate their knowledge and understanding for the [summative assessment](#).
 - i) Create a Flipgrid Topic for your class and/or assign the summative assessment through your LMS for students w
 - ii) Answer on google docs?
- 6) Create a rubric while planning your unit. Teachers are recommended to share rubric and summative assessment with students at the beginning of the lesson in order to provide clear expectations for students and decrease anxiety. A one column/one point rubric is an excellent way to streamline the expectations and focus on the learning outcomes associated with the essential question. Here is a [resource](#) from Jennifer Gonzalez from Cult of Pedagogy.)

- Equity and Access Connections:
 - Immersive Reader (including language translation) in MS Products
 - Digital and Paper content available
 - Choice for summative assessment
 - Option for students to complete webquest with a partner?

	<ul style="list-style-type: none"> ● Civic Action Connections <ul style="list-style-type: none"> ○ Students research the Indigenous land their school is located on. (Native Land Map) and research the history of the local indigenous people where your school was located. ○ Students create an Indigenous Land Acknowledgement statement. ○ Students raise money as a class or school and donate to a cause that supports indigenous people. (If there are no local charities available, consider donating to a National Organization.) ○ 5 Ways to Support Indigenous Communities on Indigenous People’s Day ● Distance Learning/Hybrid Learning Adaptations and Considerations: <ul style="list-style-type: none"> ○ Students will complete webquest and document analysis asynchronously. Class time will be used for assignment directions clarification, group discussion and reflection. ○ For distance learning, all work will be assigned digitally. For students without access to wifi, the teacher will make arrangements for a paper version of materials to be sent home.
<p>Learning Assessments (Formative/Summative)</p>	<ul style="list-style-type: none"> ● Formative Assessments/Feedback Loops: <ul style="list-style-type: none"> ○ Check for understanding ○ Peer to Peer review ● Summative Assessment Options: <ul style="list-style-type: none"> ○ See Step 5 in lesson plan (above) ○ Student Choice for demonstrating learning ○ Flipgrid, Slides Presentation, Essay
<p>Extensions for further learning</p>	<ul style="list-style-type: none"> ● Invite Native American speakers to class to discuss connections to the present day. ● Research Secretary of the Interior, Deb Haaland ● Make connections to CA History and local Native American Tribes/Organizations
<p>Samples from Spotlight Teachers/Lesson Authors/Designers</p>	<p>(If you have sample student work, place here)* Not a requirement for this lesson plan.</p>