

East Tennessee State University
LESSON PLAN TEMPLATE

Name: Brittney Quillen

Date: October 9, 2013

Lesson Title: The Relocation of the Cherokee Indians

Grade/Level: 8th

Program: MAT

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
<p>8.3.spi.1. Recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery). (Outline and ticket out the door)</p> <p>8.3.tpi.13. Research the effects of migration or immigration of various groups on the United States and report the findings in a written or oral manner. (Journal entry)</p> <p>8.3.tpi.14. Draw or construct maps that represent researched historical data. (Map)</p>	<p>What caused the Cherokee to be forced to leave their homeland?</p> <p>How did the forced migration affect the Cherokee Indians?</p> <p>What route did the Cherokee Indians take when they moved from their homeland to the Indian Territory?</p>	<p>I chose these standards because they are state curriculum requirements. They are all covered in this lesson.</p>
Lesson Objective(s)		
<ol style="list-style-type: none"> 1. The learner will construct an outline describing the key events and vocabulary associated with the forced migration of the Cherokee Indians. 2. The learner will illustrate on a map the route the Cherokee Indians traveled from their homeland to their new Indian Territory. 3. The learner will compose a journal entry as a Cherokee Indian on the Trail of Tears, including details about the traveling conditions and his or her feelings about the journey. 4. The learner will explain the causes of the forced migration of the Cherokee Indians. 		<p>All objectives presented correlate with the standards presented, and they stimulate interest in the topic.</p>
Academic Language		
<p>Indian Removal Act, Trail of Tears, President Andrew Jackson, Indian Territory, forced migration, compose, depicting, assimilate,</p>		<p>The academic language presented is essential for understanding the lesson objectives.</p>
Assessment/Evaluation		
<p>Formative:</p> <ol style="list-style-type: none"> 1. Students will complete an outline, map, journal entry, and ticket out the door. <p>Summative:</p> <ol style="list-style-type: none"> 1. Students will compose a portfolio that includes the activities and journals throughout the unit. 		<p>All of the formative assessments directly measure the objective presented. The outline will assess the students understanding of the PowerPoint. The map will assess whether or not the students understand the route taken by the Cherokee. The journal entry will assess if the students truly understand how the Cherokee felt during this time. The ticket out the</p>

	<p>door will assess whether or not the students understand the focus question of the day. The portfolio assessment will offer the most comprehensive assessment of students learning. It is more than just a test. It will include all of their work throughout the unit.</p>
Instruction	
<p>Set/Motivator: Watch the clip of Andrew Jackson’s Controversial Decisions on the History Channel. (1:35)</p> <p>Instructional Procedures/Learning Tasks:</p> <ol style="list-style-type: none"> 1. Review the PowerPoint about the forced migration of the Cherokee Indians. The PowerPoint includes key events and vocabulary. Pause throughout the PowerPoint to allow students to complete an outline about the information in the chapter. Discuss key events and vocabulary at the end of the PowerPoint. 2. Students will work with a partner to complete a map that depicts the route the Cherokee Indians were forced to take in the forced migration. 3. Read “Samuels Memory”, a primary source document describing the Trail of Tears experience from the viewpoint of a 9-year-old boy, to model the type of characterization expected in his or her journal entry. 4. Students will complete a journal entry as a Cherokee Indian on the Trail of Tears, including details about the traveling conditions and his or her feelings about the journey. 5. Allow students to share with the class. As students are sharing, I will use accountable talk strategies such as: identifying descriptive words and details used in their journal entries, “This is important because”, and “What I hear you saying is…” <p>Questions and/or activities for higher order thinking:</p> <ol style="list-style-type: none"> 1. Why were the Cherokee forced to leave their homeland? 2. How did the Cherokee Indians feel about their forced migration? 3. Where were the Cherokee forced to relocate, and why was territory chosen? <p>Closure: Students will complete a “Ticket out the Door” discussing one cause of the forced migration of the Cherokee, and how he or she feels about the Indian Removal Act.</p> <p>Material/Resources/Technology: Video, PowerPoint, projection, paper, pencil, maps, Samuels Memory, journals</p> <p>Co-Teaching Strategies Used: (circle all that apply and explain): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching</p>	<p>I chose this motivator to spark interest in learning about the Indian Removal Act.</p> <p>I chose to carry out my procedures in a way that would allow my students to follow. Each activity allows students to gain a deeper understanding about the events that took place with the Indian Removal Act, and the route that was taken. It also allows students to understand how the Cherokee felt during this time.</p> <p>The higher order thinking questions allow students to think deeper about the content being presented. They are more than just memorizing facts.</p> <p>Having students complete a “ticket out the door” will assess whether or not students understand the causes of the Indian Removal Act.</p> <p>For this activity, my co-teacher would help students with their maps and outlines as needed.</p>
<p>Adaptations to Meet Individual Needs/Learning Styles: The video will be both visual and auditory. The outline will benefit visual learners and kinesthetic learners. The memoir will benefit auditory learners. Completing the map of the trail the Cherokee Indians took will also benefit the kinesthetic learners.</p> <p>Management/Safety Issues: There will be a lot of seatwork in this lesson so make sure that students stay on task and stay focused on the lesson.</p>	<p>I chose to incorporate a variety of teaching strategies in order to address differences in learning styles.</p> <p>With the amount of seatwork in this lesson, it is important to keep students actively engaged at all times.</p>
<p>Reflections/Future Modifications: To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?</p>	