



GeoCivics Lesson: *The Age of Jackson*

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Teacher(s): Krizia Columna	Lesson Title: The Age of Jackson	Grade Level: 6th-8th
Notes: This is lesson two of two and builds on what students have learned in lesson one about Manifest Destiny by building a deeper knowledge of the negative consequences of Manifest Destiny's on indigenous people's lives and culture by focusing on how the U.S. government and President Andrew Jackson's views at the time lead to the relocation of indigenous peoples in the U.S.		
Pre-existing Knowledge: Students should be aware that before colonialism there were people already living in what is now referred to as the Continent of the Americas. Students will need some background knowledge of what Manifest Destiny was and what it involved.		
Overview of Content: The Indian Removal Act was signed into law by President Andrew Jackson on May 28, 1830, authorizing the president to grant lands west of the Mississippi in exchange for Indian lands within existing state borders. A few tribes went peacefully, but many resisted the relocation policy. A surprising number of Americans opposed Indian removal. The first bill in Congress passed by only 103 votes to 97. But the demand for new lands was high, and former Army officers such as Andrew Jackson used their experiences as Indian fighters to gain political popularity and get elected to office.		
Purpose: Students will learn about the Indian Removal Act, signed into law by President Andrew Jackson, and how this tied to Manifest Destiny. They will also learn how this led to the removal of Native Americans from their ancestral lands, and how this impacted Native American peoples' cultural practices and relationships with the federal government.		

National & State Social Studies Standard(s):**National:** NSS-USH.5-12.4 ERA 4: Expansion and Reform (1801-1861)

- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

Florida State Social Studies Standard(s):

- SS.8. A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8. A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8. A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8. A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations

National & State Geography Standard(s):**National:**NSS-G.K.12.4 Human Systems

- Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

NSS-G.K.12.6

- Understand how to apply geography to interpret the past.

Florida State Geography Standard(s)

- Standard 4: Understand the characteristics, distribution, and migration of human populations:
- SS.6. G.4.2 Use maps to trace significant migrations, and analyze their results.

Florida ELA Standards

- ELA.6. R.2.1: Explain how individual text sections and/or features convey meaning in texts
- ELA.6. R.3.1: Explain how figurative language contributes to tone and meaning in text(s).
- ELA.8. R.2.3: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

ISTE Teacher and/or Student Standard:**Student Standards:**

1.3. d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Language Functions:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Classifying:** Students use language to group objects or ideas according to their characteristics.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns.

Culturally Responsive Lesson Strategies:

- **VOICE** - Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.
- **CONNECTION** - Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.
- **HIGHER ORDER THINKING**- Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning

Objective(s):

- SWBAT analyze the change in United States government policy towards Native Americans from Washington to Jackson.
- SWBAT evaluate and assess the reasons given to remove Native Americans from their ancestral lands.
- SWBAT compare and contrast different primary source documents on the same topic.

SIOP

	SIOP Elements	
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery:

Formative

Students will write a two-paragraph paper that first summarizes their learning about the methods used by the U.S. government to remove indigenous people from their lands and culture, and second, describes how Andrew Jackson's annual message ties into Manifest Destiny. The students will also include in their paragraphs any of the vocabulary words they have learned in the lesson.

Summative

The teacher will provide a Tree Chart where the students have to describe the impact of the Westward Expansion on the lives, cultural practices and migration patterns of Native American populations. (See Tree Chart Rubric in Lesson Materials Document)

Key vocabulary:

- Indian Removal Act - a U.S. law signed by President Andrew Jackson giving the federal government the power to remove Indians to territories west of the Mississippi River.
- relocate -to move or move something or someone from one place to another
- homeland - a country where a group originally comes from or where a person was born
- removal - the act of taking something or someone away from somewhere
- trek - to travel or migrate slowly or with difficulty, often through rough or unsettled territory
- civilized - having a well-developed way of life, marked by well-organized laws and rules about how people behave with each other
- disobedience - failure or refusal to obey rules or do what someone in authority tells you to do

Materials:

- Copies of the phrase: "The United States is Destined..." cut into Individual Word Cards (in Lesson Materials Document) or written out on sentence strips and cut into individual words - one set for each student group
- Chart paper and glue or tape for pasting on words cards - one for each student group
- Teacher Resource for Whole-Class Discussion format: *Philosophical Chairs* (See Link in Sources)
- Video: *The "Indian Problem"* (Link in Sources)
- Computer and tools for projecting videos to the whole class
- Transcript copies of *Andrew Jackson's Second Annual Message* - one copy per student (in Lesson Materials Document)
- Copies of TWIST/SWIFT chart - one copy per student & Answer Key (in Lesson Materials Document)
- Teacher Resource for Twist Chart Graphic Organizer - ([TWIST Graphic Organizer — Literary Analysis & Examples | StoryboardThat](#))
- Student access to Website with Interactive Map of *Westward Expansion 1790-1850* (See link in Sources)
- Computers and/or technology for students to access the internet
- Chart paper or notebooks to for students to record changes resulting from Westward Expansion (one per student)
- Copies of graphic organizer: Tree Map with the headings of States, Native Tribes and Federal Government - one per student & Answer Key (In Lesson Materials Document)

- Copies of *Map of Native Removal from the Southeast*- one per each student group - (in Lesson Materials Document)
- Video: *Negative Consequences of Manifest Destiny*: (see link in Sources)
- Copies of Impact of Westward Expansion Tree Chart- one per student & Answer Key (in Lesson Materials Document)
- Copies of Impact of Westward Expansion Tree Chart Rubric - one per student (in Lesson Materials Document)

Sources:

- The phrase: “The United States is Destined...
<https://www.history.com/topics/19th-century/manifest-destiny>
- Philosophical Chairs - *A framework for Whole-Class Discussions*: Teacher Resource:
<https://www.edutopia.org/article/framework-whole-class-discussions/>
- Video: *The “Indian Problem”*:<https://www.youtube.com/watch?v=if-BOZgWZPE> (12.31 min.)
- Andrew Jackson’s Second Annual Message - <https://www.pbs.org/wgbh/aia/part4/4h3437t.html>
- Teacher Resource: Twist Chart Graphic Organizer Info:
<https://www.storyboardthat.com/articles/e/twist-analysis>
- Website for Interactive Map of *Westward Expansion 1790-1850*:
https://contrib.pbslearningmedia.org/WGBH/rttt12/rttt12_int_westexp/index.html#
- Map of Native Removal from the Southeast:
https://commons.wikimedia.org/wiki/File:Trails_of_Tears_en.png
- Video: Negative Consequences of Manifest Destiny:
<https://video.search.yahoo.com/search/video?fr=mcafee&ei=UTF-8&p=manifest+destiny+affect+native+americans&type=E211US714G0#id=24&vid=573f6bf599ee78afdc3f968811cdd2bd&action=view>

Engage:

Teacher Will: (Hook)

NOTE: Intentionally divide students into groups to provide ELL/SPED/Gifted support as needed.

1. The teacher will provide student groups with the following phrase cut into individual word cards (in Lesson Materials Document) or written out on sentence strip cards: **The United States is destined—by God, its advocates believed—to expand its dominion and spread democracy and capitalism across the entire North American continent.** (Note: All words with the exception of United States and American will be in lowercase letters.) The

Student Will:

1. The students will work with their group members to figure out how to assemble the word cards on chart paper into a phrase that they think is the correct order.
(Grouping: Small groups)
(Integrating Processes: Reading/Listening/ Speaking) **(Application: Hands-on/Promotes engagement)**

teacher will instruct student groups to work together to figure out how they will paste the words on a piece of chart paper in an order that they think is correct.

2. Once students are done, the teacher will engage the students in a gallery walk to share their phrases with the class, and then have students go back to their groups and elaborate on the meaning of the words and have them write down on their chart paper what they think these words really mean.
3. The teacher will then provide the students with the original phrase in the correct format and explain that this is a definition for Manifest Destiny and talk about what Manifest Destiny is, and then the teacher will engage the students in a discussion using the format of Philosophical Chairs (see Philosophical Chairs - [A framework for Whole-Class Discussions](#) where the students will tell if they either agree or disagree with the phrase and why. For the discussion, the teacher will provide students with sentence frames if needed to share out their thoughts about the phrase: *United States is destined....*

Scaffolding: Guided Practice)

2. When done pasting, the students will present their phrases to the class in a gallery walk and then go back to their groups and work together to elaborate on the meanings of the words and write down on their chart paper what they think the words really mean.

**(Grouping: Whole class/Small groups)
(Integrating Processes: Reading/Listening/
Speaking) (Application: Meaningful)**

3. The students will observe the correct format of the words when presented by the teacher and reflect on what they know about Manifest Destiny and then participate in a Philosophical Chairs class discussion to share out their thoughts about whether they agree or disagree with the phrase and why. Students will use sentence frames to share their thoughts when needed.

(Preparation: Linking to past learning/Linking to background) (Grouping: Whole class)

Explore:

Teacher Will:

IQ #1: *What methods did the US government use to remove indigenous people from their lands and culture?*

NOTE: The teacher will group ELLs/SPED students strategically to provide language/learning support as needed.

1. The teacher will share inquiry question #1 with the class and have students reflect on the question and share out their thoughts about how they would answer the question and then have the students watch the video, [The Indian Problem](#).

Student Will:

1. Work individually or with partners when needed to reflect on Inquiry question #1 presented by the teacher and share out how they would answer the question based on what they have learned so far, and then watch the

2. The teacher will then engage the students in a class discussion of the video and have students make connections to Inquiry Question #1, *What methods did the US government use to remove indigenous people from their lands and culture?* The teacher will record the class's response to the question on the board.
3. The teacher will then have students work with a partner to create a paragraph explaining what Red Cloud meant in the video with his quote. "They made us many promises, more than I can remember. But they kept one. They promised to take our land and they took it." Then have students share out what they wrote with the class and discuss as a class what the quote meant.
4. The teacher will then talk to the class about how Andrew Jackson was President of the U.S. at the time of the Indian Removal Act of 1830 and will provide each student with a transcript copy of [Andrew Jackson's Second Annual Message](#) and then engage the class in reading the transcript aloud together.
(Scaffolding: Guided practice/ Comprehensible Input)
5. The teacher will then provide students with a copy of the [TWIST/SWIFT chart](#) (in Lesson Materials Document) to break down Andrew Jackson's Speech. The teacher will explain to the students that they are to use the chart to evaluate the language and tone, the theme, imagery, and figurative language that was used to convince Congress about why it was important to remove the "Indians." The teacher will provide students with support when needed to complete the chart by partnering students to work together and/or modeling for students how to complete a [TWIST/SWIFT chart](#).

- video, *The "Indian Problem"*, with Inquiry Question #1 in mind.
(Grouping: Independent or Partners)
(Integrating Processes: Listening/Speaking)
(Preparation: Linking to past learning)
2. Engage in a class discussion of the video, making connections to Inquiry Question #1, and then read and make note of the class's answer to the question written on the board by the teacher.
(Grouping: Whole class)
(Integrating Processes: Listening/Speaking/ Reading)
 3. Students will work independently, or with their partner if needed, to write a paragraph explaining what the Red Cloud quote from the video meant, and then share out what they wrote with the whole class and discuss what the quote meant.
(Grouping: Independent or Partners)
(Application: Meaningful/Linked to objectives)
 4. Engage with the teacher and classmates in reading aloud Andrew Jackson's Second Annual Message.
(Grouping: Whole class)
 5. Students will use the TWIST/SWIFT worksheet provided to evaluate the language and tone, theme, imagery, and figurative language that was used to convince Congress about why it was important to remove the "Indians."
(Grouping: Independent or Partners)
(Application: Meaningful/Promotes engagement)

NOTE: The teacher can use the Twist Graphic Organizer website [TWIST Graphic Organizer — Literary Analysis & Examples Storyboard That](#) as a resource for how to complete the TWIST/SWIFT chart. **(Scaffolding: Modeling)**

Explain - Formative Assessment:

Teacher Will:

1. After students complete their TWIST/SWIFT charts, the teacher will introduce the lesson vocabulary words to the class by writing them on the board and having the students use their computers to look up and write down the definition of each word. The class will then share out and discuss the meaning of each word as the teacher writes down the definitions on the board.
2. The teacher will then assign students to write a two-paragraph paper that first *summarizes the methods used by the U.S. government to remove indigenous people from their lands and culture and second, describes how Jackson’s annual message ties into Manifest Destiny.* The teacher will also tell students to use any of the vocabulary words when appropriate as they write their paper.
3. The teacher will have students work independently or with a partner if needed to complete the writing of their paragraphs. When finished the teacher will collect the students’ paragraphs to use as a formative assessment of the students’ learning.

Student Will:

1. Read the vocabulary words written on the board and use their computers to look up and write down the definitions of each word, and then share out the definitions and engage in a class discussion of the meanings of each word as the teacher writes down the definitions on the board.
(Grouping: Independent/Whole class)
(Application: promotes engagement)
2. Write a two-paragraph paper using the vocabulary words when appropriate to summarize what they have learned about the methods used by the U.S. government to remove indigenous people from their lands and culture and to describe how Andrew Jackson’s annual message ties to the Manifest Destiny. Students will turn in their finished paragraphs to the teacher for assessment.
(Assessment: Individual or Group/Written)
(Preparation: Linked to past learning)
(Application: Linked to objectives)

Elaborate:

Teacher Will:

IQ #2: What impact did Westward Expansion have on the relationship between the states, native tribes, and the federal government?

Student Will:

Note: The teacher will pair students as needed by partnering more advanced students with those who need additional assistance.

1. The teacher will put students into pairs and provide the following link for them to use their computers to access the [Interactive Map of Westward Expansion 1790-1850](#) and have them use the map to explore and learn about the impacts of Westward Expansion on the U.S. lands and the native peoples' native lands.
2. The teacher will direct students to take notes on chart paper or in a notebook to record information about any changes that occurred throughout the decades as they use the Interactive Map of Westward Expansion.
3. The teacher will then provide students with a [Tree Map with the headings of States, Native Tribes and Federal Government](#) (in Lesson Materials Document) and will explain that students are to use what they have learned from exploring the [Interactive Map of Westward Expansion](#) to write down their opinion under each heading about the consequences each group had as Westward Expansion and Manifest Destiny took hold in the United States. The teacher will then lead the class in a discussion and share out of their responses on their Tree Maps and discuss the consequences of Manifest Destiny on the U.S States, Native Tribes, and the Federal Government.
4. The teacher will have the students reflect on what they have learned about the impact that Manifest Destiny had on Indigenous People in the U.S. and then engage the class in a discussion of what they feel are the negative consequences of Manifest Destiny. The teacher will then show the class the video: [Negative Consequences of Manifest Destiny](#)

1. Work with their partner to access the [Interactive Map of Westward Expansion 1790-1850](#) and use tools provided on the page to learn about how Westward Expansion impacted U.S. lands and native peoples' native lands.
(Grouping: Partners)
(Application: Hands-on/Meaningful)
(Integrating Processes: Reading/Listening/ Speaking)
2. Students will record information gained from the Interactive map on a piece of chart paper or in a notebook to notate changes throughout the decades.
(Grouping: Partners)
(Integrating Processes: Writing/Listening/ Speaking)
3. Students will then work with their partners to discuss and write down on their Tree Maps their opinions about the consequences of the Westward Expansion and Manifest Destiny on U.S. States, Native Tribes, and the Federal Government.
(Grouping: Partners)
(Application: Linked to objectives)
(Preparation: Linking to background/Linking to past learning)
4. Reflect on what they have learned about how Manifest Destiny impacted Indigenous People and share out their thinking in a class discussion of the negative consequences of Manifest Destiny, and then watch the video *Negative Consequences of Manifest Destiny* and consider how what they connect learned from the video compares to what the class had discussed about the negative impacts.
(Grouping: Independent/Whole Class)
(Preparation: Linking to past learning)

Evaluate - Summative Assessment:

Teacher Will:

1. The teacher will introduce the [Map of Native Removal from the Southeast](#) to students using the link below, and will provide students with a copy to examine (in Lesson Materials Document)

NOTE: The map shows the routes of the five southeastern tribes that were forced to leave their homelands in the Southeast and live in Indian Territory in what is now Oklahoma.

2. The teacher will then provide students with copies of an [Impact of Westward Expansion Tree Chart](#) and tell students that they are to complete it by describing the impact of Westward Expansion on the lives, cultural practices and migration patterns of Native American populations. The teacher will also provide students with the [Impact of Westward Expansion Tree Chart Rubric](#) and explain to students that they are to include a description of cultural impacts, geographical impacts, cultural appropriation, and the impact on Native Americans; lives. The teacher can support students as needed by allowing students to use their written notes and recordings from other completed lesson worksheets. The teacher will give students time to complete their Tree Charts and collect them for grading when finished.

Student Will:

1. Examine the [Map of Native Removal from the Southeast](#) to see the routes traveled by five southeastern tribes when they were forced to leave their homelands in the Southeast and move to Indian territory in Oklahoma.

(Integrating Processes: Listening/Reading)

2. Using the criteria provided on the [Impact of Westward Expansion Tree Chart Rubric](#), students will use what they have learned in the lesson to fill in the [Impact of Westward Expansion Tree Chart](#) by describing the impact of Westward Expansion on the lives, cultural practices and migration patterns of Native Americans, and will then turn in their completed charts for grading. Students can use written notes and recordings from notes and worksheets they have previously completed in the lesson to help them complete the Tree Chart if needed.

(Assessment: Individual/Written)

Extensions: Students can extend their learning from the lesson by doing research on individual tribes that they have learned about and learn more about the tribes' lives and histories after being relocated on reservations throughout the United States.