

Marshall On The Constitution & Country

Middle/High School US History & US/VA Government

Objectives: Students will be able to:

- synthesize evidence from primary and secondary resources;
- use geographic information to determine patterns and trends; and
- explain connections between time and place.

Standards

Virginia:	USI.8c	American Indian Removal Act, <i>Cherokee Nation v. Georgia</i> , Trail of Tears
	VUS.6a	Trail of Tears
	GOVT.7b	Checks & Balances of Judicial Branch
	GOVT.10e	Investigating and Evaluating How the Judiciary Influences Public Policy by Delineating the Power of Government and Safeguarding the Rights of the Individual

National: **NSS-USH.5-12.4 Era 4** Expansion & Reform (1801-1861)

Approx. Time: One and a half 90 minute blocks or three 45 minute blocks

HOOK: Start the lesson by displaying Political Cartoon #1, either by projecting it with an LCD projector or placing copies on students' desks before they enter the room. After students have studied the cartoon for a few minutes they should turn to the person next to them and briefly discuss what they see in the cartoon and what they think it means. After a few minutes of discussion, ask them the following questions to help them focus on the meaning of the cartoon:

1. **What types of people do you see in this cartoon?**
2. **What are some of the words and phrases used?**
3. **Are there any examples of exaggeration? What? What is the purpose of doing this?**
4. **What is the cartoonist's opinion on this issue?**
5. **Do you find this cartoon persuasive? Why? Why not?**

If students aren't really sure what is going on in the cartoon, have them at least guess. Once students have answered all of these questions, tell them they will read a short news article and analyze a map about the Dakota Access Pipeline and the protests that started with the Standing Rock Sioux tribe that will help them understand the political cartoon better.

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The Pipeline of Tears

Distribute the student handout “The Pipeline of Tears.” Students will begin by using the PBS news article (handout or website) and “Pipeline protest in North Dakota” map to answer questions. Once students have completed the handout, they will discuss the article and map to get a better understanding of what happened. Refer back to “Political Cartoon #1” during the discussion for students to get a more accurate analysis of the meaning of the cartoon. As you wrap the discussion up, ask the students:

Have there been other times in the history of the United States where Native Americans have fought in the courts against a business, a state, or the federal government?

Hopefully there will be a few examples mentioned, including the Indian Removal Act and the Trail of Tears. After allowing discussion, tell the students there were two very important Supreme Court cases in the 1830's during Andrew Jackson's presidency where the Cherokee tribe fought to prevent the state of Georgia from moving them from their ancestral land and requiring them to follow State law within their territory.

Students should use the handout and websites to answer questions about *Cherokee Nation v. Georgia* and *Worcester v. Georgia* and identify which are primary and secondary sources. Discuss these cases and the article with the students so they have a good understanding of the outcome of each case and how, in the end, the Cherokee are forced to leave their homes in the Trail of Tears.

Post Assessment: Students will interpret Political Cartoon #2. Follow the same directions from the “Hook” and ask them the same questions. Students will then write a page response answering the following question:

How are these two events concerning the Standing Rock Sioux and the Cherokee Nation similar and how are they different?

Students should give specific examples from each event using the information they used in class.

Struggling Learners: Pair students up to work together, allowing them to discuss their answers with a partner. Before students begin answering the question in the post assessment, have students work together to create a Venn diagram to list the similarities and differences as a pre-writing activity.

Advanced Learners: If time allows, students should research the Trail of Tears further and write a news report as an embedded reporter giving a first-hand perspective on the journey the Cherokee took on the Trail of Tears. Students should use multiple sources, including primary and secondary.