

Overview

This lesson focuses on American Indian removal from western lands. Primary source documents will be analyzed by students to develop historical questions. The students will interpret historic letters to Superintendent of Indian Affairs William Clark, in order to understand the day-to-day issues related to Indian removal and forced assimilation. The lesson is written for three class sessions but can be adjusted to meet individual classroom needs.

Standards

Current standards can be found on kshs.org.

Objectives

Content:

- The student will be able to explain the human factors related to Indian removal.
- The student will summarize and explain content gained from primary source documents.

Skills:

- The student will be able to analyze primary source documents to gain historical evidence, determining the social, political, economic, environmental, cultural, and historical impact of Indian removal (SPEECH).
- The student will analyze information and present conclusions in a logical and effective manner in an oral and written narrative.

Essential Questions

- Who would be the best stewards of western land holdings in the United States—American Indians or white settlers?
- Which group benefited the most from Indian removal—American Indians or white settlers?

Activities

This activity uses the following *Read Kansas!* cards:

- **Lawrence Taliaferro to William Clark**
- **Pierre Menard and Felix St Vrain to William Clark**
- **Prarie du Chien Treaty**
- **William Myers to Pierre Menard**
- **William Clark to Elbert Herring**
- **Pierre Menard and John Dougherty to William Clark**

Day 1

1. Students should be familiar with the Indian Removal Act of 1830. Re-introduce William Clark, reminding students of his role in the Lewis and Clark expedition and explaining his role in the development of the Bureau of Indian Affairs in the 19th century. A William Clark timeline, a brief description of the Bureau of Indian Affairs, and a copy of the Indian Removal Act of 1830 are included at the end of this lesson for reference.
2. Divide students into six core SPEECH groups. Each group will be responsible for one part of the SPEECH exercise. Introduce essential question. (SPEECH: Social, Political, Economic, Environmental, Cultural, Historical. See “For the Teacher” section, numbers 1 and 2).
3. Distribute two to three *Read Kansas!* cards to each group, allowing the group to examine four to six of the letters and one treaty written to Superintendent Clark. Provide one SPEECH graphic organizer per document for each student. Have students take notes on their graphic organizer related to the part of SPEECH their group has been assigned. Each member of the group is required to write a copy of the notes—there are no ‘scribes’ in this group activity, all students are responsible for collecting information.
4. While taking notes, have students number themselves within the group from one to six in preparation for a jigsaw activity and regrouping. Have students put this number on their SPEECH graphic organizer.

Day 2

1. Have students return to their core SPEECH groups from day one. Instructor checks for understanding by determining that every student has a copy of notes from the group analysis of day one. Students without notes can be separated from the core group and allowed to catch up so they can rejoin the class.
2. Jigsaw regrouping: Relocate the students into their jigsaw groups, grouping all ones, twos, threes, etc., together.
3. Each jigsaw group now has a representative to share information on social, political, economic, environmental, cultural, and historical details from the documents.
4. Allow each member, in SPEECH order, two to three minutes to orally present the notes brought from the core group to his or her new group. (Hint: use classroom timer).
5. Each group member takes notes on its SPEECH worksheet while group members present their information. These notes will be used for an oral and written presentation about the impact of Indian Removal on American Indians and white settlers. Students will answer the essential question: “Who would be the best stewards of the western land holdings in the United States—American Indians of white settlers?”

Day 3

1. Students begin the class period in their numbered groups. To check for understanding, students then return to their core SPEECH groups from Day 1.

2. All core groups choose one member to make a three to five minute speech that answers the essential question.
3. While the speeches are being presented, students will write questions that occur to them on the back of their SPEECH worksheet. Speakers are exempt from the question piece.
4. As a homework assignment, have students write a five-paragraph essay answering this essential question: "Which group benefited the most from Indian removal—American Indians or white settlers?" Students' thesis statements that introduce their essay must be in the form of a question, one of the two essential questions, or one generated by them while listening to the SPEECHes.

Extended Activity: Students can create a photostory (<http://microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx>) using images from George Catlin (<http://americanart.si.edu/catlin/highlights/htm>) and the words of their peers to post on Teachertube or on a school website.

Assessment

- Evaluate the student's note taking ability using the SPEECH worksheet.
- Evaluate the student's ability to write a five-paragraph essay using the six-trait writing model adopted by the Kansas State Department of Education.

For the Teacher

The letters used for this exercise vary from easy to more difficult so instructors can differentiate the lesson for struggling readers.

Flexibility is built into the lesson:

1. Instructors can omit one of the SPEECH steps for smaller classes. The environmental piece could be omitted (thereby misspelling SPEECH) or the instructor could do the environmental piece as an instructional example.
2. How to create a jigsaw group: Have each core group of students number themselves within the group. To create the jigsaw group put students with the same number together. In the core group everyone is a different number.
3. Jigsaw groups can also be adjusted for class size. If all parts of SPEECH are not represented within a group, the students will have a second opportunity for learning that will fill in gaps when listening to the speeches.
4. Multiple copies of the documents can be distributed as packets to each group if the instructor desires to control the documents each group analyzes.
5. Special needs students can turn in a graphic organizer instead of a five-paragraph essay depending upon their skill level.

6. General William Clark timeline:

- 1770: August 1: Born in Caroline County, Virginia
- 1785: March: Family moves to Louisville, Kentucky
- 1789: Joins the Militia to fight against American Indians in the Ohio Valley
- 1792: Clark formally joins the U. S. Army
- 1796: Clark retires from the military to help run the family plantation (Note: It is during his military career that Clark begins to write journals about all of his life experiences—he will continue to do this for the rest of his life. He attempted to have his journals corrected before publication but spelling was not standardized in his time period so corrections were really not necessary)
- 1803: Joins the Corps of Discovery at the recommendation of army associate Meriwether Lewis
- 1804-1806: Conducts Lewis and Clark expedition of the Louisiana Purchase for President Jefferson
- 1813: William Clark is appointed governor of the newly organized Missouri Territory
- 1820: Loses election to be governor of the new state of Missouri
- 1822: Made Superintendent of Indian Affairs (later the Bureau of Indian Affairs)—he will keep this job for the rest of his life
- 1838: September 1. Dies at age 68.

Bureau of Indian Affairs:

The Bureau of Indian Affairs (BIA) was officially established in 1824, although there had been some sort of government-run Indian affairs organization since before the American Revolution. Initially, the BIA was part of the Department of War, but in 1849 became a branch of the Department of the Interior. The role of Superintendent of Indian Affairs that William Clark held involved many diplomatic responsibilities. Included was creating posts for Indian agents for various tribes, negotiating treaties, protecting American land from American Indians and American Indian land from settlers, and helping to keep peace between all people in his jurisdiction.

Biographical sketches of letter writers:

Lawrence Taliaferro: Born in Virginia in 1794. He fought in the War of 1812 and was appointed as an Indian Agent by President James Monroe in 1818. Secretary of War, John C. Calhoun ordered Taliaferro to present day Minnesota (St. Peters) to establish an Indian agency among the Sioux and Chippewa. He served in this position from 1819-1838. For more information <http://www.mnhs.org/library/findaids/m0035.pdf>

Pierre Menard: Born in 1766 in Montreal, Canada (French origins). Moved to Illinois Territory as an adult and became a fur trader. Later served in the Illinois legislature and was a successful business man by the age of 30. His business led him into many dealings with Indians.

Felix St. Brain: Indian agent assigned to the Sauk and Fox nation near Rock Island, Illinois. Originally from St. Louis, Missouri his family had connections with the William Clark family. Unfortunately he died during Black Hawks War. He was considered an expert on Indian culture.

John Dougherty: Indian Agent in Bellevue, Upper Missouri Valley. Agent for the Omaha, Otoe, Pawnee, Potawatamie tribes. Dougherty was moved from the Council Bluffs Agency to Fort Leavenworth in 1828 to handle the emigrant Indian Tribes from the Missouri and Ohio River Valleys.

References made to *W. City* in the Clark letters are referring to Washington City, Today known as Washington D.C.

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Resources for this lesson are from:

- Kansas Historical Society collections

The Indian Removal Act of 1830

[This was the Jackson-era legislation authorizing the president to transfer Eastern Indian tribes to the western territories promised (falsely) "in perpetuity". The actual relocation culminated in the 1838 "Trail of Tears" forced march.]

CHAP. CXLVIII.--An Act to provide for an exchange of lands with the Indians residing in any of the states or territories, and for their removal west of the river Mississippi.

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That it shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States, west of the river Mississippi, not included in any state or organized territory, and to which the Indian title has been extinguished, as he may judge necessary, to be divided into a suitable number of districts, for the reception of such tribes or nations of Indians as may choose to exchange the lands where they now reside, and remove there; and to cause each of said districts to be so described by natural or artificial marks, as to be easily distinguished from every other.

SEC. 2. And be it further enacted, That it shall and may be lawful for the President to exchange any or all of such districts, so to be laid off and described, with any tribe or nation within the limits of any of the states or territories, and with which the United States have existing treaties, for the whole or any part or portion of the territory claimed and occupied by such tribe or nation, within the bounds of any one or more of the states or territories, where the land claimed and occupied by the Indians, is owned by the United States, or the United States are bound to the state within which it lies to extinguish the Indian claim thereto.

SEC. 3. And be it further enacted, That in the making of any such exchange or exchanges, it shall and may be lawful for the President solemnly to assure the tribe or nation with which the exchange is made, that the United States will forever secure and guaranty to them, and their heirs or successors, the country so exchanged with them; and if they prefer it, that the United States will cause a patent or grant to be made and executed to them for the same: Provided always, That such lands shall revert to the United States, if the Indians become extinct, or abandon the same.

SEC. 4. And be it further enacted, That if, upon any of the lands now occupied by the Indians, and to be exchanged for, there should be such improvements as add value to the land claimed by any individual or individuals of such tribes or nations, it shall and may be lawful for the President to cause such value to be ascertained by appraisement or otherwise, and to cause such ascertained value to be paid to the person or persons rightfully claiming such improvements. And upon the payment of such valuation, the improvements so valued and paid for, shall pass to the United States, and possession shall not afterwards be permitted to any of the same tribe.

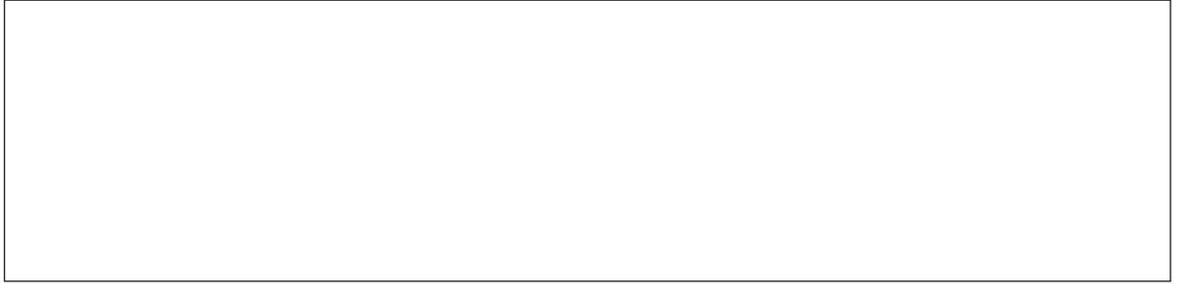
SEC. 5. And be it further enacted, That upon the making of any such exchange as is contemplated by this act, it shall and may be lawful for the President to cause such aid and assistance to be furnished to the emigrants as may be necessary and proper to enable them to remove to, and settle in, the country for which they may have exchanged; and also, to give them such aid and assistance as may be necessary for their support and subsistence for the first year after their removal.

SEC. 6. And be it further enacted, That it shall and may be lawful for the President to cause such tribe or nation to be protected, at their new residence, against all interruption or disturbance from any other tribe or nation of Indians, or from any other person or persons whatever.

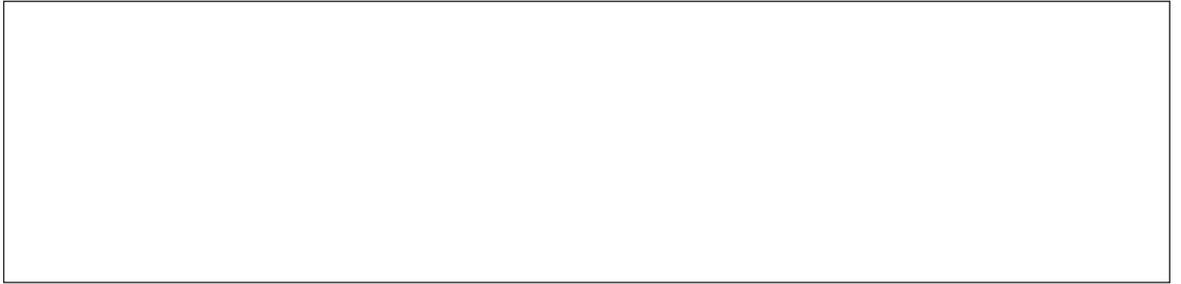
SEC. 7. And be it further enacted, That it shall and may be lawful for the President to have the same superintendence and care over any tribe or nation in the country to which they may remove, as contemplated by this act, that he is now authorized to have over them at their present places of residence.

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