

LESSON | President Andrew Jackson & the US Government vs the Cherokee Nation

GUIDING QUESTIONS | What impact did Andrew Jackson's presidency have on American Indians? Despite the US Government's treatment of their ancestors, how have Cherokee tribesmen displayed courage in conflicts fighting for the US?

STANDARDS & SKILLS *This lesson is aligned with Tennessee State Standards and learning objectives; however, this lesson can be adapted to meet standards in other states.*

Social Studies (5th Grade)

5.38: Analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee, including: the Indian Removal Act, Trail of Tears, Treaty of Echota, and John Ross.

Literacy

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize the text.

5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

5.RI.CS.6 Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.

5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Skills

SSP.01: Gather information from a variety of sources

SSP.02: Critically examine a primary and secondary story

SSP.03: Organize data from a variety of sources

SSP.04: Construct and communicate arguments supported by evidence

SSP.05: Develop historical awareness

SSP.06: Develop geographical awareness

LESSON OVERVIEW

In this lesson, students will explore the impact President Andrew Jackson had on America and the Cherokee Nation in the early 1800s. Students will analyze and gather information from a variety of sources to distinguish between the differing points of view of President Jackson & the US Government and the Cherokee Nation. Students will move forward in time to analyze the lives and sacrifices made by five Cherokee Medal of Honor Recipients and consider why these Cherokee men chose to join in fighting for the same country that had turned against their ancestors.

EXIT TICKET

Having critically examined and summarized the opposing viewpoints of President Andrew Jackson & the US Government and the Cherokee Nation, students will use primary and secondary sources to develop an evidence-based argument answering the question: How did Andrew Jackson's presidency affect the American Indian population of Tennessee?

CLEAR LEARNING TARGETS

- I can use primary and secondary sources to analyze the impact of Andrew Jackson's presidency on the American Indian population of Tennessee.
- I can examine the characteristics of Native American Medal of Honor recipients and examine how those values can impact my own life today.
- I can write a claim-evidence-reasoning paragraph (or essay) to explain how Andrew Jackson's presidency affected the American Indian population in Tennessee in the 1800s.

MATERIALS NEEDED

In-class Activities

- Activity 1: chart paper, [Activity 1 Sources Handouts](#) posters, writing utensils, and possibly sticky notes (estimated time: 30-45 min)
- Activity 2: [Activity 1 Sources Handouts](#) posters from previous activity, team/individual student copies of sources, [Activity 2 Source 6 Handout](#), [Activity 2 Notecatcher Handout](#), [Thinking Map Handout](#), writing utensils including highlighters for article if desired (estimated time: 45-60 min)
- Activity 3: [Video | "About the Medal of Honor"](#), [Activity 3 Notecatcher Handout](#), [Medal of Honor Citations Handout](#) (Cherokee MOH Recipients highlighted: Jack Cleveland Montgomery, John N. Reese, Jr., Charles George, Rubin Rivers, Dwight W Birdwell), writing utensils (estimated time: 45-60 min)
- Activity 4: [Activity 1 Sources Handouts](#) posters, [Activity 2 Source 6 Handout](#), [Activity 2 Notecatcher Handout](#), [Exit Ticket Handout](#), [Exit Ticket Rubric Handout](#), writing utensils (estimated time: 45-60 min)

ACTIVITIES

- Activity 1: Analyzing Primary and Secondary Sources from the Indian Removal Act, Treaty of Echota, and Trail of Tears
- Activity 2: Opposing Views: President Andrew Jackson & the US Government versus the Cherokee Nation
- Activity 3: Cherokee Medal of Honor Recipients' character analysis
- Activity 4: Exit Ticket

CLASS ACTIVITY 1 | Analyzing Sources from the Indian Removal Act, Treaty of Echota, and Trail of Tears

FOCUS: Analyzing Sources

Students will work collaboratively in groups to explore images and documents surrounding Andrew Jackson's presidency including the Indian Removal Act, the Treaty of Echota, and subsequent Trail of Tears.

INSTRUCTION

- Entrance ticket: Have 6 chart papers around the room as students enter the room (or as you begin the lesson), and have students use Private Reasoning Time to consider the following questions: **1. What does "courage" mean to you? 2. What does "patriotism" mean to you? 3. What does "citizenship" mean to you? 4. What does "integrity" mean to you? 5. What does "sacrifice" mean to you? 6. What does "commitment" mean to you?**
- Have students record their answers to the Entrance ticket questions on the chart papers around the room.
- Next, have the [Activity 1 Sources Handouts](#) for the Chalk Talk on posters around the room (could be hanging up, could be on tables).
- Split students into groups and assign one source per group to start with. Let students know they will have time to read/examine each source. They should make notes around the edges of the poster about their noticings, wonderings, connections, or other thoughts/comments.
- At your choice of signal (or timer), have students rotate to the next source poster and continue the [Chalk Talk protocol](#).
- After groups have rotated around to each source poster, have them go back around and read others' comments.
- Whole Group discussion to summarize: Have students share out their noticings, wonderings, connections, or other thoughts/comments.
- Have student volunteers summarize the main idea from each source.

NOTES

- You may determine how many groups/how many students are in each group based on how many students are in your class.
- More about Chalk Talk protocol [here](#).
- Chalk Talk works best if there is no talking throughout the process. "Let your pencil do the talking."
- During the Chalk Talk would be a good time to select and sequence comments you would like students to share out.

SUGGESTIONS

- Consider using a timer to keep students on track.
- Students could record their Chalk Talk comments on the poster paper or sticky notes and add them to the poster (ideal if departmentalized and used for more than just one class).
- Be intentional with grouping to support students who might need additional support.
- If you think it might help some students, consider recording yourself reading the longer texts to provide those students with access to the more complicated text.

ACTIVITY SOURCES PREVIEW

HANDOUT | Source 1: Indian Removal Act: Summary & Document Excerpt

Indian Removal Act (1830)
Summary

Signed into law on May 28, 1830, by United States President Andrew Jackson, the Removal Act authorized the president to negotiate with Native American tribes for Indian territory west of the Mississippi River in exchange for Indian lands within existing state borders. Although some tribes accepted the Act, others such as the Cherokee resisted. During the Fall and Winter of 1838-39, the Cherokee were forcibly removed by the United States government in a march that later became known as the Trail of Tears.

Document Excerpt

CHAP. XXVIII. — 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 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 of Indians now residing 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 or 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 guarantee 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.

APPROVED, May 28, 1830.

HANDOUT | Source 2: Opposing Views Quotes

"You cannot remain where you are now... It [is] impossible that you can flourish in the midst of a civilized community."

-Andrew Jackson



We are overwhelmed! Our hearts are sickened, our utterance is paralyzed, when we reflect on the condition in which we are placed..."

-Chief John Ross

HANDOUT | Source 3: Cherokee Treaty (Treaty of New Echota) Full Transcript

Cherokee Treaty: Full Transcription

WHEREAS the Cherokee are anxious to make some arrangements with the Government of the United States whereby the difficulties they have experienced by a residence within the settled parts of the United States under the jurisdiction and law of the State Governments may be terminated and adjusted; and with a view to reuniting their people in one body and securing a permanent home for themselves and their posterity in the country selected by their forefathers without the territorial limits of the State sovereignties, and where they can establish and enjoy a government of their choice and perpetuate such a state of society as may be most consonant with their views, habits and condition; and as may tend to their individual comfort and their advancement in civilization.

Article 1

The Cherokee nation hereby cede, relinquish and convey to the United States all the lands owned, claimed or possessed by them east of the Mississippi river, and hereby release all their claims upon the United States for apollations of every kind for and in consideration of the sum of five millions of dollars.

Article 5

The United States hereby covenant and agree that the lands ceded to the Cherokee nation in the foregoing article shall, in no future time without their consent, be included within the territorial limits or jurisdiction of any State or Territory. But they shall secure to the Cherokee nation the right by their national councils to make and carry into effect all such laws as they may deem necessary for the government and protection of the persons and property within their own country belonging to their people or such persons as have connected themselves with them: provided always that they shall not be inconsistent with the constitution of the United States and such acts of Congress as have been or may be passed regulating trade and intercourse with the Indians; and also, that they shall not be considered as extending to such citizens and army of the United States as may travel or reside in the Indian country by permission according to the laws and regulations established by the Government of the same.

HANDOUT | Source 3: Cherokee Treaty (Treaty of New Echota) Paraphrased

Cherokee Treaty: Paraphrased Transcription

The Cherokee are eager to meet with the Government of the United States to address the difficulties they have experienced living within settled parts of the United States under the powers and laws of the State Governments. The Cherokee's goal is to reunite their people in one group and to have a permanent home for themselves, their children, and future generations. The Cherokee want to live in the country selected by their ancestors and not under the powers and laws of the State Governments. The Cherokee want to establish and enjoy a government of their choice and to continue the type of society that is consistent with their views, habits and beliefs. The Cherokee want to be responsible for their individual comfort and for how their nation advances in civilization.

Article 1

The Cherokee nation does now give up all the lands owned, claimed or possessed by them east of the Mississippi river. The Cherokee nation gives these lands to the United States. In return for \$5 million, the Cherokee nation releases all its claims upon the United States for having taken Cherokee land in violent actions in the past.

Article 5

The United States does now agree that the lands it has given to the Cherokee nation in the Article 1 of this treaty shall, in no future time without their consent, be included within the territorial limits or legal authority of any State or Territory. But the United States shall guarantee to the Cherokee nation the right by their national councils to make and put into place all laws as they may consider necessary for the government and protection of the persons and property within their own country belonging to their people or such persons as have connected themselves with them. Any laws the Cherokee nation puts into place must be consistent with the constitution of the United States and such acts of Congress as have been or may be passed to control business or interactions with the Indians. Any laws the Cherokee nation puts into place shall not be considered as extending to the citizens or army of the United States who may travel or live in the Indian country by permission according to the laws and regulations established by the Cherokee nation.

HANDOUT | Source 4: Cherokee letter of Protest & Petition from Chief John Ross. Paraphrased

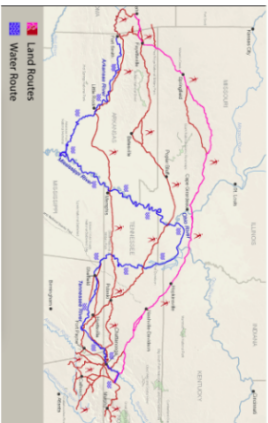
1836 Protest Petition Excerpt:
Paraphrased Transcription

Because of the demands of this treaty, our private possessions are stolen, the legal property of individuals. We are stripped of every characteristic of freedom and the ability to defend ourselves in the legal system. Our property can be taken while we watch; people can commit violence acts against us, and even kill us, and there is no one to listen to our complaints. We lose our nation, and we have no rights. We are denied membership in the human family!

1836 Protest Petition from Cherokee Nation to United States Government.

The protest petition pleaded with the U.S. government to reject the Treaty of New Echota and to work with the true officials of the Cherokee Nation.

HANDOUT | Source 5: Trail of Tears Map



CLASS ACTIVITY 2 | Opposing Views: President Andrew Jackson & the US Government versus the Cherokee Nation

FOCUS: Using Source Information to Determine Opposing Points of View from Andrew Jackson & the US Government and the Cherokee Nation

Working collaboratively in the same groups as the previous activity, students will gather information from varying sources. On their notecatcher, they will record the views of each party from evidence in the texts. They will also use text evidence to determine what power each party had in the conflict and make note of which party succeeded in their mission and how.

INSTRUCTION

- Optional Mini Lesson on "Power"
 - ◆ Ask students the following question: "When you see/hear the word 'power', what comes to mind?" Have them share out responses.
 - ◆ "Power" is a driving force in personal relationships as well as in society. It impacts social, political, and economic relationships. There may often be times where power is imbalanced.
 - ◆ There is power imbalance in the following scenarios: a bully teases a student about where her clothing comes from; someone obtains embarrassing pictures of a person and then distributes them online, a boss piling on more work than what's contracted with the threat of firing the employee if it doesn't get done, etc.
 - ◆ Power imbalance can happen to anyone and has been happening all throughout history.
 - ◆ Have students keep this in mind as they move through this activity.
- Pass out [Activity 2 Source 6 Handout](#) and [Activity 2 Notecatcher Handout](#)
- In the same groups as the previous activity, students will use what they learned from their source analysis to gather evidence of the opposing viewpoints of Andrew Jackson & the US government on one side and Native Americans, specifically the Cherokee Nation, on the other side.
- Provide students with team or individual copies of the sources. Students may also reference the class source posters while completing the activity.
- With their group, students will record evidence for the differing viewpoints from sources onto Section 1 (front side) of their notecatcher.
- As groups finish recording evidence, bring their attention to Section 2 "Power" on the back of their notecatcher.
- Have students consider the power each group held and how it may have influenced their decision making and record their ranking and justification in Section 2. Offer the [Thinking Map Handout](#) if students need more support.
- Finally, have students complete Section 3 with their group using all of their evidence gathered to answer the question: Which party succeeded in their mission? How?
- Whole Group summarize: Have the students' responses you selected share out and allow for any questions or clarifications as you wrap up.

NOTES

- While groups are working on the notecatcher handout, walk around the room providing help and answering questions as needed. This is a good time to select and sequence responses for the whole group to share out.

SUGGESTIONS

- Consider using a timer to keep students on track.
- Consider strategic grouping to help meet the needs of all students.

HANDOUT | Source 2: [Opposing Views Quotes](#)

"You cannot remain where you are

"You cannot remain where you are now... It [is] impossible that you can flourish in the midst of a civilized community."

-Andrew Jackson

A portrait of a man with dark hair, wearing a dark coat and a white cravat. He is looking slightly to the right. The background is a plain, light color.

Opening Perspectives, Smithsonian National Museum of the American Indian

HANDOUT | Source 5: [Trail of Tears Map](#)

HANDOUT Activity 2 Source 6 | "Indian Treaties and the Removal Act of 1830" Article from *Milestones in the History of U.S. Foreign Relations*, Office of the Historian.

Indian Treaties and the Removal Act of 1830

To achieve his purpose, Jackson encouraged Congress to adopt the Removal Act of 1830. The Act established a process whereby the President could grant the east of the Mississippi River to Indian tribes that agreed to give up their homelands. As incentives, the law allowed the Indians financial and material assistance to travel to their new locations and start new lives and guaranteed that the Indians would live on their new property under the protection of the United States Government forever. With the Act in place, Jackson and his followers were free to persuade, bribe, and threaten Indians into signing removal treaties and leaving the Southeast.

In general terms, Jackson's government succeeded by the end of his presidency, he had signed into law almost seventy removal treaties, the result of which was to move nearly 50,000 eastern Indians to Indian Territory—defined as the region belonging to the United States west of the Mississippi River but excluding the states of Missouri and Iowa as well as the Territory of Arkansas—and open millions of acres of rich land east of the Mississippi to white settlers. Despite the vastness of the Indian Territory, the government intended that the Indians' destination would be a more confined area—what later became eastern Oklahoma.

The Cherokee Nation resisted, however, challenging in court the Georgia laws that restricted their freedoms on tribal lands. In his 1831 ruling on Cherokee Nation v. The State of Georgia, Chief Justice John Marshall ruled in favor of the Georgia laws and asked the court to compose a part of the United States, and affirmed that the tribes were "domestic dependent nations" and "their relation to the United States resembles that of a ward to his guardian." However, the following year the Supreme Court reversed itself and ruled that the Cherokee Indians were indeed sovereign nations. In 1832, the Supreme Court nonetheless refused to heed the Court's decision. He obtained the signature of a Cherokee chief agreeing to relocation in the Treaty of New Echols, which Congress ratified against the protests of Daniel Webster and Henry Clay in 1833. The Cherokee Nation represented by Principal Chief John Ross in the dispute attempted to hold onto their land. This attempt failed in 1838, when, under the guns of federal troops and Georgia state militia, the Cherokee tribe were forced to the dry plains across the Mississippi. The event became known as the "Trail of Tears" because of the thousands of Cherokee who died. Even though Cherokees died en route from the brutal conditions of the "Trail of Tears."

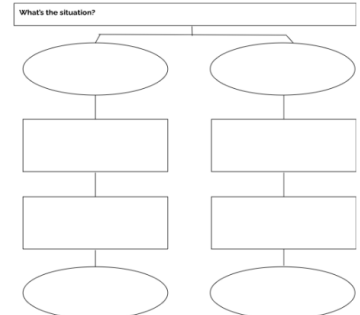
With the exception of a small number of Seminoles still resisting removal in Florida, by the 1840s, from the Atlantic to the Mississippi, no Indian tribes resided in the American South. Through a combination of coerced treaties and the contravention of treaties and judicial determination, the United States Government succeeded in paving the way for the westward expansion and the incorporation of new territories as part of the United States.

¹Indian Treaties and the Removal Act of the 1830s". Milestones in the History of U.S. Foreign Relations. Office of the Historian, Foreign Service Institute, United States Department of Defense. <https://history.state.gov/milestones/1820-1860/indian-treaties>

Section 2 Directions: Throughout history the word "power" that a people group has refers to the perceived or actual authority over themselves or another. History is rife with power imbalances, oftentimes leading to mistreatment in many forms. Consider these two groups during the 1800s: President Andrew Jackson & the US Government and the Cherokee Nation. On the scale below, rate how much power each group had during the 1800s.

Little to the story — A. Jackson			
President Andrew Jackson & the US Government		The Cherokee Nation	
0		0	
1		1	
2		2	
3		3	
4		4	

Thinking Map



Section 3: Which party succeeded in their mission? How?

CLASS ACTIVITY 3 | Character Analysis of Cherokee Medal of Honor Recipients

FOCUS: Analyzing Sources to Determine Character Values

Students will work collaboratively in groups to explore the stories of FIVE Medal of Honor recipients who belonged to the Cherokee tribe. Through primary and secondary sources, students will determine for what act of valor each recipient was bestowed the Medal and how each displayed courage. Students will also determine how those courageous acts can inspire them and others today. Additionally, students will consider why these Cherokee men chose to join in fighting for the same country that had turned against their ancestors.

INSTRUCTION

- Revisit the Entrance Ticket questions: What does "courage", "patriotism", "citizenship", "integrity", "sacrifice", "commitment" mean to you? and share some of the responses students listed.
- Split the class into 5 groups. Have each group look back on the answers the class gave for the Entrance Ticket questions. Have each group come up with their own definition of one of the characteristics of the Medal of Honor.
- Show the clip from ["About the Medal of Honor" broadcast video](#). (Timestamp 0:00-2:32)
- Assign each group a different Medal of Honor recipient, and provide the [Medal of Honor Citations Handout](#) sources and the [Activity 3 Notecatcher Handout](#). You can have one notecatcher packet per student (each student will need 5 copies of the Handout OR each group has one notecatcher packet).
- Students will use sources provided to determine for what act of valor their assigned recipient was bestowed the Medal, how he displayed courage, how those courageous acts could be inspirational to us today, and record their notes on their notecatcher handout.
- Next, use the [Jigsaw protocol](#) to have the groups mix together. Each group should have a representative for each of the MOH Recipients. Students will take turns sharing what they learned about their assigned MOH recipient while other students take notes.
- Next, hold a whole-class discussion, and pose the following questions:
 - ◆ How did these recipients' courageous actions impact others around them?
 - ◆ How can their actions inspire us today?
 - ◆ Thinking back to the first few activities where we learned about the treatment of Native Americans during Andrew Jackson's presidency, why would these Cherokee men choose to join in fighting for the same country that turned against their ancestors?
 - ◆ What other character values of the Medal of Honor does this exhibit?

NOTES

- Jigsaw protocol can be found [here](#)
- During the whole-class discussion, most of the time should be spent discussing the last two questions. Students should make connections to citizenship and patriotism, love and loyalty to the country, including working to make it better.

SUGGESTIONS

- Consider using a timer to keep students on track.
- Depending on the class, students may choose their own groups or you may want to pre-assign them.

CLASS ACTIVITY 4 | EXIT TICKET**FOCUS: Making a Claim with Evidence and Reasoning**

Independently, students will answer the Exit Ticket question by making a claim with evidence and reasoning on the Exit Ticket Handout.

INSTRUCTION

- Quickly recap the activities already completed in this lesson.
- Pass out the Activity 4 [Exit Ticket Handout](#).
- Display and distribute the [Exit Ticket Rubric Handout](#). Explain to students that the rubric will be used to grade their Exit Ticket response.
- Working independently, students will review their notes and sources from the previous activities.
- After reviewing their notes and resources, students will answer the Exit Ticket question.
- Students will write an evidence-based claim with supporting evidence on the Exit Ticket Handout.
- Have students use the Rubric to self-evaluate their paragraph and attach it to the front of their Exit Ticket Handout before turning in.
- Collect the paragraph as an Exit Ticket.
- Exit Ticket question: How did Andrew Jackson's presidency affect the American Indian population of Tennessee? Use evidence about the Indian Removal Act, Treaty of Echota, and Trail of Tears to support your claim.

NOTES

- Remind students that they may use any of the sources and notes from this lesson to help them answer the exit ticket question.
- For this activity, some students may need scaffolding in reference to writing a full paragraph. It may be helpful to provide a word bank or sentence starters to students as needed.
- Walk around the room as students are working to provide help as needed.

SUGGESTIONS

- Consider using a timer to keep students on track.
- If students need additional time, it can be finished as homework and turned in the following class period.

ACTIVITY SOURCES PREVIEW

HANDOUT | Source 1: [Indian Removal Act Summary & Document Excerpt](#)

Indian Removal Act (1830)

Signed into law on May 28, 1830, by United States President Andrew Jackson, the Removal Act authorized the president to negotiate with Native American tribes for federal territory west of the Mississippi River in exchange for Indian lands within existing state borders. Although some tribes accepted the Act, others such as the Cherokee resisted. During the Fall and Winter of 1838–39, the Cherokee were forcibly removed by the United States government in a march that later became known as the Trail of Tears.

Document Excerpt

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, 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 of Indians now residing 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 or 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 solely to assume the tribe or nation with which the exchange is made, and that the United States will forever secure and guarantee 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.

APPROVED, May 28, 1830.

HANDOUT | Source 2: [Opposing Views Quotes](#)

"You cannot remain where you are now... It [is] impossible that you can flourish in the midst of a civilized community."

-Andrew Jackson



We are overwhelmed! Our hearts are sickened, our utterance is paralyzed when we reflect on the condition in which we are placed..'

-Chief John Ross

[illegible]

HANDOUT | Source 4: Cherokee letter of Protest & Petition from Chief John Ross. Paraphrased

1836 Protest Petition Excerpt: Paraphrased Transcription

Because of the demands of this treaty, our private possessions are stolen, the legal property of individuals. We are stripped of every characteristic of freedom and the ability to defend ourselves in the legal system. Our property can be taken while we watch; people can commit violence acts against us, and even kill us, and there is no one to listen to our complaints. We lose our nation, and we have no rights. We are denied membership in the human family!

1836 Protest Petition from Cherokee Nation to United States Government

The protest petition pleaded with the U.S. government to reject the Treaty of New Echota and to work with the true officials of the Cherokee Nation.

HANDOUT | Source 5: [Trail of Tears Map](#)



HANDOUT | Source 3: [Cherokee Treaty \(Treaty of New Echota\) Full Transcript](#)

Cherokee Treaty: Full Transcription

WHEREAS the Cherokee are anxious to make some arrangements with the Government of the United States whereby the difficulties they have experienced by a residence within the settled parts of the United States under the jurisdiction and laws of the State Governments may be terminated and adjusted; and with a view to reuniting their people in one body and securing a permanent home for themselves and their posterity in the country selected by their forefathers without the territorial limits of the State sovereignties, and where they can establish and enjoy a government of their choice and perpetuate such a state of society as may be most consonant with their views, habits and condition; and as may tend to their individual comfort and their advancement in civilization.

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HANDOUT | Exit Ticket

Name: _____

Directions:

Now that you have critically examined and summarized the opposing viewpoints of President Andrew Jackson & the US Government and the Cherokee Nation, use primary and secondary sources to develop an evidence-based argument answering the question: **How did Andrew Jackson's presidency affect the American Indian population in Tennessee?**

Claims

Evidence

Reasoning

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Use the space below to write your claim-evidence-reasoning paragraph to answer the exit ticket question:
How did Andrew Jackson's presidency affect the American Indian population of Tennessee?

2024 Teacher Fellow Lesson

HANDOUT | Exit Ticket Rubric

Name _____

	CONTENT	EVIDENCE	ORGANIZATION	LANGUAGE & GRAMMAR
4 Exceeds Expectations	- Contains a clear, compelling claim - Claim shows insight and a high level of understanding of the topic - Reasons logically from the best evidence	- Claim is well-supported by evidence - Evidence is used throughout - Reasons follow from the evidence	- The structure of the piece is appropriate for the content and purposes and strengthens communication - There is an effective use of ideas and an excellent use of transitions, quotes, and sentence variety	- Contains specific, strong vocabulary - Contains structure highly effective in strengthening the argument - There are few errors and no errors that affect the force of the writing
3 Meets Expectations	- Contains a clear claim - Claim shows general understanding of the topic - Reasons follow logically from the best evidence	- Claim is supported by evidence - Evidence is used throughout, but there are some gaps - Reasons follow from the evidence	- The structure of the piece is appropriate for the content and purposes and supports the claim - There is an appropriate selection of ideas and use of transitions, but evidence is not always included properly	- Contains appropriate vocabulary, but not fully effective - Contains structure that supports the claim and is more standard and more varied - There are a few errors that may weaken the force of the writing
2 Approaching Expectations	- Contains a claim, but it is not fully developed - Claim shows some understanding of the topic, but there is some misunderstanding - Reasons do not always connect or connect to the best evidence	- Claim is only partly supported by evidence - Evidence is used, with many gaps or misunderstandings	- There is some effort to organize ideas, but there are some errors in organization - There is some attempt to connect separate ideas, but transitions often used repetitively. There is some repetition of ideas and quotes are not well used	- Words are incorrect, unclear or repeated too often - Structure is weak or inconsistent and limits the persuasiveness of the argument - Errors interfere with understanding and weaken the force of the writing
1 Below Expectations	- Claim is missing or unclear - Claim does not connect to the best evidence	Shows some understanding of the use of evidence, but a weak connection to the best evidence is made for the topic	- The piece includes separate paragraphs, but they are not well connected and the ideas do not flow in accurate sequence - Transitions are weak and do not clarify the accurate sequence of ideas	- Contains very limited or incorrect word choice - Contains structure that is weak and does not communicate of any of the ideas - Errors make a very difficult to read

HANDOUT | Activity 1 Source 1: Indian Removal Act Summary & Document Excerpt**Indian Removal Act (1830)****Summary**

Signed into law on May 28, 1830, by United States President Andrew Jackson, the Removal Act authorized the president to negotiate with Native American tribes for federal territory west of the Mississippi River in exchange for Indian lands within existing state borders. Although some tribes accepted the Act, others such as the Cherokees resisted. During the Fall and Winter of 1838-39, the Cherokee were forcibly removed by the United States government in a march that later became known as the Trail of Tears.

Document Excerpt

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, 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 of Indians now residing 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 or 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.

--

APPROVED, May 28, 1830.

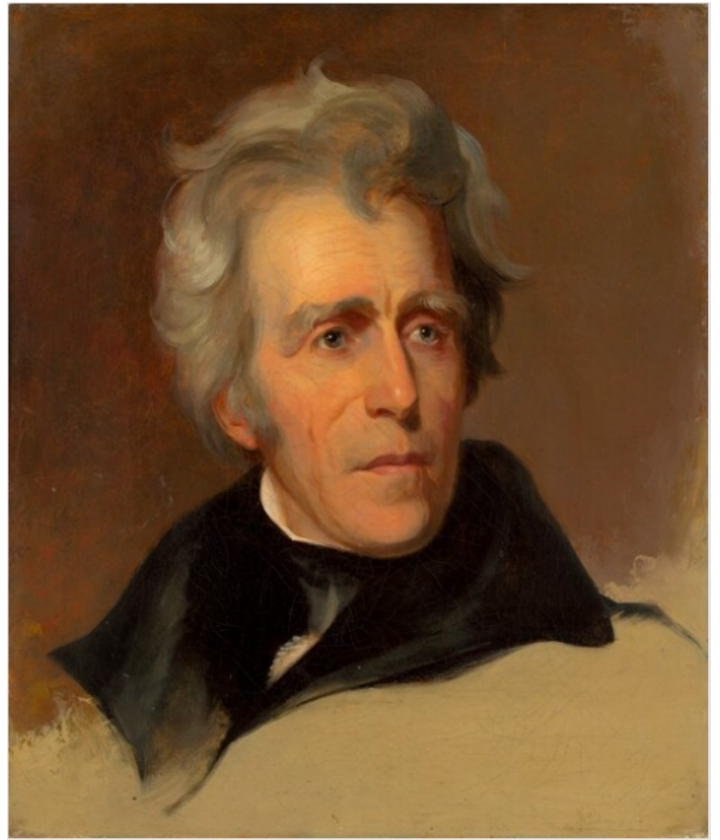
Indian Removal Act Summary and excerpt. <https://constitutioncenter.org/the-constitution/historic-document-library/detail/indian-removal-act-1830>

HANDOUT | Activity 1 Source 2: Opposing Views Quotes

"You cannot remain where you are now... It [is] impossible that you can flourish in the midst of a civilized community."

-Andrew Jackson

President of the United States



We are overwhelmed! Our hearts are sickened, our utterance is paralyzed, when we reflect on the condition in which we are placed..."

-Chief John Ross

Principal Chief of Cherokee Nation



Opposing Perspectives. Smithsonian National Museum of the American Indian.

<https://americanindian.si.edu/nk360/removal/img/opposingperspectives-20170124.jpg>

Cherokee Chief John Ross image: <https://www.archives.gov/nhprc/projects/catalog/chief-john-ross>

Andrew Jackson image: <https://www.nga.gov/collection/art-object-page.1128.html>

HANDOUT | Activity 1 Source 3: Cherokee Treaty (Treaty of New Echota) Full Transcript

Cherokee Treaty: Full Transcription

WHEREAS the Cherokee are anxious to make some arrangements with the Government of the United States whereby the difficulties they have experienced by a residence within the settled parts of the United States under the jurisdiction and laws of the State Governments may be terminated and adjusted; and with a view to reuniting their people in one body and securing a permanent home for themselves and their posterity in the country selected by their forefathers without the territorial limits of the State sovereignties, and where they can establish and enjoy a government of their choice and perpetuate such a state of society as may be most consonant with their views, habits and condition; and as may tend to their individual comfort and their advancement in civilization.

Article 1

The Cherokee nation hereby cede relinquish and convey to the United States all the lands owned claimed or possessed by them east of the Mississippi river, and hereby release all their claims upon the United States for spoliations of every kind for and in consideration of the sum of five millions of dollars.

Article 5

The United States hereby covenant and agree that the lands ceded to the Cherokee nation in the forgoing article shall, in no future time without their consent, be included within the territorial limits or jurisdiction of any State or Territory. But they shall secure to the Cherokee nation the right by their national councils to make and carry into effect all such laws as they may deem necessary for the government and protection of the persons and property within their own country belonging to their people or such persons as have connected themselves with them: provided always that they shall not be inconsistent with the constitution of the United States and such acts of Congress as have been or may be passed regulating trade and intercourse with the Indians; and also, that they shall not be considered as extending to such citizens and army of the United States as may travel or reside in the Indian country by permission according to the laws and regulations established by the Government of the same.

Cherokee Treaty Full Transcription. Smithsonian National Museum of the American Indian.

<https://americanindian.si.edu/nk360/removal-six-nations/pdf/cherokee-treaty-transcript.pdf>

HANDOUT | Activity 1 Source 3: Cherokee Treaty (Treaty of New Echota) Paraphrased

Cherokee Treaty: Paraphrased Transcription

The Cherokee are eager to meet with the Government of the United States to address the difficulties they have experienced living within settled parts of the United States under the powers and laws of the State Governments. The Cherokees' goal is to reunite their people in one group and to have a permanent home for themselves, their children, and future generations. The Cherokee want to live in the country selected by their ancestors and not under the powers and laws of the State Governments. The Cherokees want to establish and enjoy a government of their choice and to continue the type of society that is consistent with their views, habits and beliefs. The Cherokees want to be responsible for their individual comfort and for how their nation advances in civilization.

Article 1

The Cherokee nation does now give up all the lands owned claimed or possessed by them east of the Mississippi river. The Cherokee nation gives these lands to the United States. In return for \$5 million, the Cherokee nation releases all its claims upon the United States for having taken Cherokee land in violent actions in the past.

Article 5

The United States does now agree that the lands it has given to the Cherokee nation in the Article 1 of this treaty shall, in no future time without their consent, be included within the territorial limits or legal authority of any State or Territory. But the United States shall guarantee to the Cherokee nation the right by their national councils to make and put into place all laws as they may consider necessary for the government and protection of the persons and property within their own country belonging to their people or such persons as have connected themselves with them. Any laws the Cherokee nation puts into place must be consistent with the constitution of the United States and such acts of Congress as have been or may be passed to control business or interactions with the Indians. Any laws the Cherokee nation puts into place shall not be considered as extending to the citizens or army of the United States who may travel or live in the Indian country by permission according to the laws and regulations established by the Cherokee nation.

Cherokee Treaty Paraphrased Transcription. Smithsonian National Museum of the American Indian.

<https://americanindian.si.edu/nk360/removal-six-nations/pdf/cherokee-treaty-transcript-paraphrase.pdf>

HANDOUT | Activity 1 Source 4: Cherokee letter of Protest & Petition from Chief John Ross. Paraphrased

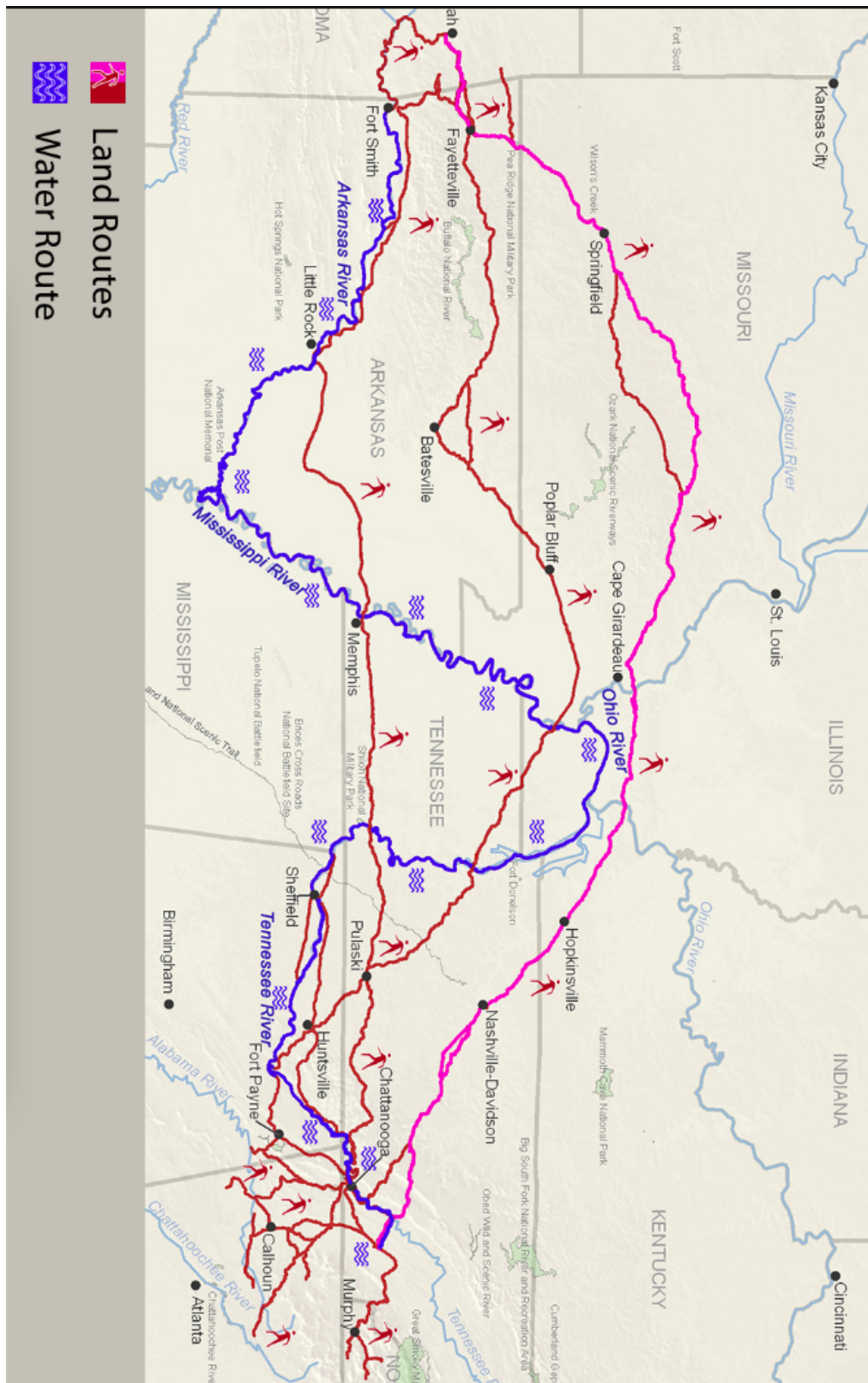
**1836 Protest Petition Excerpt:
Paraphrased Transcription**

Because of the demands of this treaty, our private possessions are stolen, the legal property of individuals. We are stripped of every characteristic of freedom and the ability to defend ourselves in the legal system. Our property can be taken while we watch; people can commit violence acts against us, and even kill us, and there is no one to listen to our complaints. We lose our nation, and we have no rights. We are denied membership in the human family!

1836 Protest Petition from Cherokee Nation to United States Government.

The protest petition pleaded with the U.S. government to reject the Treaty of New Echota and to work with the true officials of the Cherokee Nation.

HANDOUT | Activity 1 Source 5: Trail of Tears Map



Trail of Tears Map. National Park Service.

<https://www.nps.gov/subjects/teachingwithhistoricplaces/images/Trail-of-Tears-Routes-Map.jpg>

HANDOUT | Activity 2 Source 6: "Indian Treaties and the Removal Act of 1830" Article from *Milestones in the History of U.S. Foreign Relations*, Office of the Historian.

Indian Treaties and the Removal Act of 1830

The U.S. Government used treaties as one means to displace Indians from their tribal lands, a mechanism that was strengthened with the Removal Act of 1830. In cases where this failed, the government sometimes violated both treaties and Supreme Court rulings to facilitate the spread of European Americans westward across the continent.

As the 19th century began, land-hungry Americans poured into the backcountry of the coastal South and began moving toward and into what would later become the states of Alabama and Mississippi. Since Indian tribes living there appeared to be the main obstacle to westward expansion, white settlers petitioned the federal government to remove them. Although Presidents Thomas Jefferson and James Monroe argued that the Indian tribes in the Southeast should exchange their land for lands west of the Mississippi River, they did not take steps to make this happen. Indeed, the first major transfer of land occurred only as the result of war.

In 1814, Major General Andrew Jackson led an expedition against the Creek Indians climaxing in the Battle of Horse Shoe Bend (in present day Alabama near the Georgia border), where Jackson's force soundly defeated the Creeks and destroyed their military power. He then forced upon the Indians a treaty whereby they surrendered to the United States over twenty-million acres of their traditional land—about one-half of present day Alabama and one-fifth of Georgia. Over the next decade, Jackson led the way in the Indian removal campaign, helping to negotiate nine of the eleven major treaties to remove Indians.

Under this kind of pressure, Native American tribes—specifically the Creek, Cherokee, Chickasaw, and Choctaw—realized that they could not defeat the Americans in war. The appetite of the settlers for land would not abate, so the Indians adopted a strategy of appeasement. They hoped that if they gave up a good deal of their land, they could keep at least some a part of it. The Seminole tribe in Florida resisted, in the Second Seminole War (1835–1842) and the Third Seminole War (1855–1858), however, neither appeasement nor resistance worked.

From a legal standpoint, the United States Constitution empowered Congress to “regulate commerce with foreign nations, and among the several States, and with the Indian tribes.” In early treaties negotiated between the federal government and the Indian tribes, the latter typically acknowledged themselves “to be under the protection of the United States of America, and of no other sovereign whosoever.” When Andrew Jackson became president (1829–1837), he decided to build a systematic approach to Indian removal on the basis of these legal precedents.

To achieve his purpose, Jackson encouraged Congress to adopt the Removal Act of 1830. The Act established a process whereby the President could grant land west of the Mississippi River to Indian tribes that agreed to give up their homelands. As incentives, the law allowed the Indians financial and material assistance to travel to their new locations and start new lives and guaranteed that the Indians would live on their new property under the protection of the United States Government forever. With the Act in place, Jackson and his followers were free to persuade, bribe, and threaten tribes into signing removal treaties and leaving the Southeast.

In general terms, Jackson's government succeeded. By the end of his presidency, he had signed into law almost seventy removal treaties, the result of which was to move nearly 50,000 eastern Indians to Indian Territory—defined as the region belonging to the United States west of the Mississippi River but excluding the states of Missouri and Iowa as well as the Territory of Arkansas—and open millions of acres of rich land east of the Mississippi to white settlers. Despite the vastness of the Indian Territory, the government intended that the Indians' destination would be a more confined area—what later became eastern Oklahoma.

The Cherokee Nation resisted, however, challenging in court the Georgia laws that restricted their freedoms on tribal lands. In his 1831 ruling on *Cherokee Nation v. the State of Georgia*, Chief Justice John Marshall declared that "the Indian territory is admitted to compose a part of the United States," and affirmed that the tribes were "domestic dependent nations" and "their relation to the United States resembles that of a ward to his guardian." However, the following year the Supreme Court reversed itself and ruled that Indian tribes were indeed sovereign and immune from Georgia laws. President Jackson nonetheless refused to heed the Court's decision. He obtained the signature of a Cherokee chief agreeing to relocation in the Treaty of New Echota, which Congress ratified against the protests of Daniel Webster and Henry Clay in 1835. The Cherokee signing party represented only a faction of the Cherokee, and the majority followed Principal Chief John Ross in a desperate attempt to hold onto their land. This attempt faltered in 1838, when, under the guns of federal troops and Georgia state militia, the Cherokee tribe were forced to the dry plains across the Mississippi. The best evidence indicates that between three and four thousand out of the fifteen to sixteen thousand Cherokees died en route from the brutal conditions of the "Trail of Tears."

With the exception of a small number of Seminoles still resisting removal in Florida, by the 1840s, from the Atlantic to the Mississippi, no Indian tribes resided in the American South. Through a combination of coerced treaties and the contravention of treaties and judicial determination, the United States Government succeeded in paving the way for the westward expansion and the incorporation of new territories as part of the United States.

"Indian Treaties and the Removal Act of the 1830s". *Milestones in the History of U.S. Foreign Relations*. Office of the Historian, Foreign Service Institute. United States Department of Defense.

<https://history.state.gov/milestones/1830-1860/indian-treaties>

HANDOUT 1 Activity 2 | Opposing Views: President Andrew Jackson & US Gov. vs the Cherokee Nation

Name: _____

Directions Section 1: Using the primary and secondary sources from Activity 1 and the additional article, determine the points of view of the two opposing sides of the Indian Removal Act in the 1800s.

President Andrew Jackson & the US Government	The Cherokee Nation

Directions Section 2: Throughout history, the word "power" that a people group has refers to the perceived or actual authority over themselves or another. History is rife with power imbalances, oftentimes leading to mistreatment in many forms. Consider these two groups during the 1800s: President Andrew Jackson & the US Government and the Cherokee Nation. On the scale below, rate how much power each group had during the 1800s.
0: Little to no power — 4: All of the power

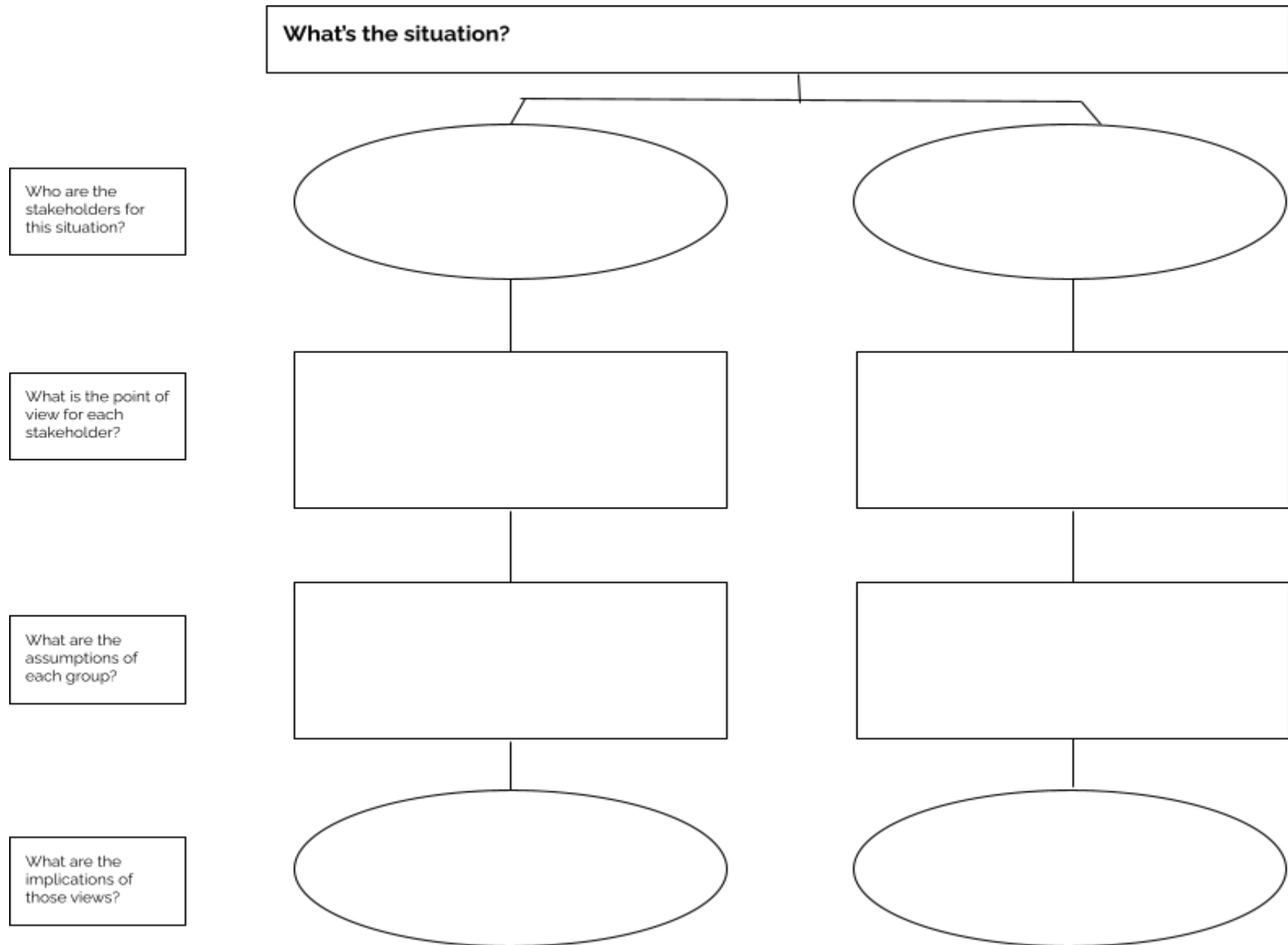
President Andrew Jackson & the US Government	The Cherokee Nation
0 1 2 3 4	0 1 2 3 4

Explain why you selected the rating for each. Use evidence to justify your reasoning. Use the thinking map if needed.

Section 3: Which party succeeded in their mission? How?

HANDOUT 2 Activity 2 | Thinking Map

Thinking Map



HANDOUT 1 Activity 3 | MOH Recipient Source 1: Jack Cleveland Montgomery**Jack Cleveland Montgomery****DETAILS****RANK:** FIRST LIEUTENANT**CONFLICT/ERA:** WORLD WAR II**UNIT/COMMAND:** 1ST PLATOON,
COMPANY I, 3D BATTALION, 180TH
INFANTRY, 45TH INFANTRY DIVISION**MILITARY SERVICE BRANCH:** U.S. ARMY**MEDAL OF HONOR ACTION DATE:**
FEBRUARY 22, 1944**MEDAL OF HONOR ACTION PLACE:** NEAR
PADIGLIONE, ITALY**CITATION**

For conspicuous gallantry and intrepidity at the risk of life above and beyond the call of duty on 22 February 1944, near Padiglione, Italy. Two hours before daybreak a strong force of enemy infantry established themselves in three echelons at 50 yards, 100 yards, and 300 yards, respectively, in front of the rifle platoons commanded by 1st Lt. Montgomery. The closest position, consisting of four machine guns and one mortar, threatened the immediate security of the platoon position. Seizing an M1 rifle and several hand grenades, 1st Lt. Montgomery crawled up a ditch to within hand-grenade range of the enemy. Then climbing boldly onto a little mound, he fired his rifle and threw his grenades so accurately that he killed eight of the enemy and captured the remaining four. Returning to his platoon, he called for artillery fire on a house, in and around which he suspected that the majority of the enemy had entrenched themselves. Arming himself with a carbine, he proceeded along the shallow ditch, as withering fire from the riflemen and machine gunners in the second position was concentrated on him. He attacked this position with such fury that seven of the enemy surrendered to him, and both machine guns were silenced. Three German dead were found in the vicinity later that morning. First Lt. Montgomery continued boldly toward the house, 300 yards from his platoon position. It was now daylight, and the enemy observation was excellent across the flat open terrain which led to 1st Lt. Montgomery's objective. When the artillery barrage had lifted, 1st Lt. Montgomery ran fearlessly toward the strongly defended position. As the enemy started streaming out of the house, 1st Lt. Montgomery, unafraid of treacherous snipers, exposed himself daringly to assemble the surrendering enemy and send them to the rear. His fearless, aggressive, and intrepid actions that morning accounted for a total of 11 enemy dead, 32 prisoners, and an unknown number of wounded. That night, while aiding an adjacent unit to repulse a counterattack, he was struck by mortar fragments and seriously wounded. The selflessness and courage exhibited by 1st Lt. Montgomery in alone attacking three strong enemy positions inspired his men to a degree beyond estimation.

ADDITIONAL DETAILS**ACCREDITED TO:** SALLISAW, SEQUOYAH COUNTY, OKLAHOMA**AWARDED POSTHUMOUSLY:** NO**PRESENTATION DATE & DETAILS:** JANUARY 10, 1945 THE WHITE HOUSE (OVAL OFFICE), PRESENTED BY PRES. FRANKLIN D. ROOSEVELT**BORN:** JULY 23, 1917, LONG, SEQUOYAH COUNTY, OK, UNITED STATES**DIED:** JUNE 11, 2002, MUSKOGEE, OK, UNITED STATES**BURIED:** FORT GIBSON NATIONAL CEMETERY (MH) (20-963), FORT GIBSON, OK, UNITED STATES**LOCATION OF MEDAL:** OKLAHOMA HISTORICAL SOCIETY, OKLAHOMA CITY, OK

HANDOUT 2 Activity 3 | MOH Recipient Source 2: Charles George**Charles George****DETAILS****RANK:** PRIVATE FIRST CLASS**CONFLICT/ERA:** KOREAN WAR**UNIT/COMMAND:** COMPANY C, 179TH
INFANTRY REGIMENT, 45TH INFANTRY
DIVISION**MILITARY SERVICE BRANCH:** U.S. ARMY**MEDAL OF HONOR ACTION DATE:**
NOVEMBER 30, 1952**MEDAL OF HONOR ACTION PLACE:**
SONGNAE-DONG, KOREA**CITATION**

Pfc. George, a member of Company C, distinguished himself by conspicuous gallantry and outstanding courage above and beyond the call of duty in action against the enemy on the night of 30 November 1952. He was a member of a raiding party committed to engage the enemy and capture a prisoner for interrogation. Forging up the rugged slope of the key terrain feature, the group was subjected to intense mortar and machine-gun fire and suffered several casualties. Throughout the advance, he fought valiantly and, upon reaching the crest of the hill, leaped into the trenches and closed with the enemy in hand-to-hand combat. When friendly troops were ordered to move back upon completion of the assignment, he and two comrades remained to cover the withdrawal. While in the process of leaving the trenches a hostile soldier hurled a grenade into their midst. Pfc. George shouted a warning to one comrade, pushed the other soldier out of danger, and, with full knowledge of the consequences, unhesitatingly threw himself upon the grenade, absorbing the full blast of the explosion. Although seriously wounded in this display of valor, he refrained from any outcry which would divulge the position of his companions. The two soldiers evacuated him to the forward aid station and shortly thereafter he succumbed to his wound. Pfc. George's indomitable courage, consummate devotion to duty, and willing self-sacrifice reflect the highest credit upon himself and uphold the best traditions of the military service.

ADDITIONAL DETAILS**ACCREDITED TO:** WHITTIER, JACKSON COUNTY, NORTH CAROLINA**AWARDED POSTHUMOUSLY:** YES**PRESENTATION DATE & DETAILS:** MARCH 10, 1954

THE PENTAGON, PRESENTED BY SEC. OF THE NAVY ROBERT T. STEVENS TO HIS FATHER, JACOB GEORGE

BORN: AUGUST 23, 1932, CHEROKEE, SWAIN COUNTY, NC, UNITED STATES**DIED:** NOVEMBER 30, 1952, KOREA**BURIED:** YELLOW HILL CEMETERY (MH), CHEROKEE, NC, UNITED STATES**LOCATION OF MEDAL:** MUSEUM OF THE CHEROKEE, CHEROKEE, NC

HANDOUT 3 Activity 3 | MOH Recipient Source 3: John N. Reese Jr.**John N. Reese, Jr.****DETAILS****RANK:** PRIVATE FIRST CLASS**CONFLICT/ERA:** WORLD WAR II**UNIT/COMMAND:** COMPANY B, 148TH
INFANTRY, 37TH DIVISION**MILITARY SERVICE BRANCH:** U.S. ARMY**MEDAL OF HONOR ACTION DATE:**

FEBRUARY 9, 1945

MEDAL OF HONOR ACTION PLACE: PACO
RAILROAD STATION, MANILA, LUZON,
PHILIPPINE ISLANDS**CITATION**

He was engaged in the attack on the Paco Railroad Station, which was strongly defended by 300 determined enemy soldiers with machine guns and rifles, supported by several pillboxes, three 20-mm guns, one 37-mm gun, and heavy mortars. While making a frontal assault across an open field, his platoon was halted 100 yards from the station by intense enemy fire. On his own initiative he left the platoon, accompanied by a comrade, and continued forward to a house 60 yards from the objective. Although under constant enemy observation, the two men remained in this position for an hour, firing at targets of opportunity, killing more than 35 Japanese and wounding many more. Moving closer to the station and discovering a group of Japanese replacements attempting to reach pillboxes, they opened heavy fire, killed more than 40 and stopped all subsequent attempts to man the emplacements. Enemy fire became more intense as they advanced to within 20 yards of the station. From that point Pfc. Reese provided effective covering fire and courageously drew enemy fire to himself while his companion killed seven Japanese and destroyed a 20-mm gun and heavy machine gun with hand grenades. With their ammunition running low, the two men started to return to the American lines, alternately providing covering fire for each other as they withdrew. During this movement, Pfc. Reese was killed by enemy fire as he reloaded his rifle. The intrepid team, in 2 and one half hours of fierce fighting, killed more than 82 Japanese, completely disorganized their defense, and paved the way for subsequent complete defeat of the enemy at this strongpoint. By his gallant determination in the face of tremendous odds, aggressive fighting spirit, and extreme heroism at the cost of his life, Pfc. Reese materially aided the advance of our troops in Manila and provided a lasting inspiration to all those with whom he served.

ADDITIONAL DETAILS**ACCREDITED TO:** PRYOR MAYES COUNTY, OKLAHOMA**AWARDED POSTHUMOUSLY:** YES**PRESENTATION DATE & DETAILS:** SEPTEMBER 28, 1945**BORN:** JUNE 13, 1923, MUSKOGEE COUNTY, OK, UNITED STATES**DIED:** FEBRUARY 9, 1945, PHILIPPINE ISLANDS**BURIED:** FORT GIBSON NATIONAL CEMETERY (MH) (2-1259-E),
FORT GIBSON, OK, UNITED STATES

HANDOUT 4 Activity 3 | MOH Recipient Source 4: Rubin Rivers**Rubin Rivers****DETAILS****RANK:** STAFF SERGEANT**CONFLICT/ERA:** WORLD WAR II**UNIT/COMMAND:** COMPANY A, 761ST
TANK BATTALION**MILITARY SERVICE BRANCH:** U.S. ARMY**MEDAL OF HONOR ACTION DATE:**
NOVEMBER 16-19, 1944**MEDAL OF HONOR ACTION PLACE:**
GUEBLING, FRANCE**CITATION**

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty: Staff Sergeant Rivers distinguished himself by extraordinary heroism in action during 16-19 November 1944, while serving with Company A, 761st Tank Battalion. On 16 November 1944, while advancing toward the town of Guebling, France, Staff Sergeant Rivers' tank hit a mine at a railroad crossing. Although severely wounded, his leg slashed to the bone, Staff Sergeant Rivers declined an injection of morphine, refused to be evacuated, took command of another tank, and advanced with his company into Guebling the next day. Repeatedly refusing evacuation, Staff Sergeant Rivers continued to direct his tank's fire at enemy positions beyond the town through the morning of 19 November 1944. At dawn that day, Company As' tanks advanced toward Bourgaltoff, their next objective, but were stopped by enemy fire. Captain David J. Williams, the Company Commander, ordered his tanks to withdraw and take cover. Staff Sergeant Rivers, however, radioed that he had spotted the German antitank positions: "I see 'em. We'll Fight'em!" Staff Sergeant Rivers, joined by another Company A tank, opened fire on enemy tanks, covering Company A as they withdrew. While doing so, Staff Sergeant Rivers' tank was hit, killing him and wounding the rest of the crew. Staff Sergeant Rivers' fighting spirit and daring leadership were an inspiration to his unit and exemplify the highest traditions of military service.

ADDITIONAL DETAILS**ACCREDITED TO:** OKLAHOMA CITY, OKLAHOMA COUNTY, OKLAHOMA**AWARDED POSTHUMOUSLY:** YES**PRESENTATION DATE & DETAILS:** JANUARY 13, 1997, THE WHITE HOUSE, PRESENTED BY PRES. WILLIAM J. CLINTON TO HIS SISTER GRACE WOODFOLK**BORN:** OCTOBER 30, 1918 TECUMSEH, POTAWATOMIE COUNTY, OK, UNITED STATES**DIED:** NOVEMBER 19, 1944, NEAR BOURGALTOFF, FRANCE**BURIED:** A.B.M.C. LORRAINE CEMETERY (MH) (C-5-53), ST. AVOID, FRANCE

HANDOUT 5 Activity 3 | MOH Recipient Source 5: Dwight W. Birdwell

Dwight W. Birdwell



DETAILS

RANK: SPECIALIST FIVE

CONFLICT/ERA: VIETNAM WAR

UNIT/COMMAND: TROOP C, 3RD

SQUADRON, 4TH CAVALRY,

25TH INFANTRY DIVISION

MILITARY SERVICE BRANCH: U.S. ARMY

MEDAL OF HONOR ACTION DATE:

JANUARY 31, 1968

MEDAL OF HONOR ACTION PLACE: TAN

SON NHUT AIR BASE, VIETNAM

CITATION

Specialist Five Dwight W. Birdwell distinguished himself by acts of gallantry and intrepidity above and beyond the call of duty while serving with C Troop, 3d Squadron, 4th Cavalry, 25th Infantry Division in the Republic of Vietnam on 31 January, 1968. On this date, C Troop was ordered to move south to help repel an enemy attack on Tan Son Nhut Airbase. As the C Troop column of tanks and armored personnel carriers approached the west gate of Tan Son Nhut Airbase, it came under intense enemy fire from a building to its right. Unbeknownst to C Troop, it had driven directly into an enemy force consisting of three battalions. The column tried to push through the initial attack but the lead tank, crippled by a rocket-propelled grenade explosion, was blocking the way forward. C Troop immediately came under heavy enemy fire from both sides of the road. Specialist Five Birdwell, upon seeing that his tank commander was wounded by enemy fire, immediately went to his aid. Under intense enemy fire, he lowered the injured tank commander to the ground, and moved him to safety. Specialist Five Birdwell then, with complete disregard for his own safety, mounted the tank and assumed the tank commander's position. Standing in the tank commander's hatch with the upper half of his body exposed to heavy enemy fire, Specialist Five Birdwell used the tank's .50 caliber machine gun and 90mm main gun to suppress the enemy attack. With the ammunition for the 90mm main gun exhausted, he continued to fire the .50 caliber machine gun until it overheated. At this point, Specialist Five Birdwell, rather than abandoning his position, continued to engage the enemy with his M-16 rifle, sometimes exposing his entire body to enemy fire in order to engage the enemy from a better vantage point. When a U.S. helicopter crashed nearby, Specialist Five Birdwell, under withering enemy fire, dismounted and moved to the helicopter where he retrieved two M-60 machine guns and ammunition. After giving one M-60 and ammunition to a fellow soldier, he remounted his tank and used the other M-60 to again engage the enemy. Specialist Five Birdwell continued to engage the enemy with complete disregard for his own safety until the M-60 he was firing was hit by enemy fire. Specialist Five Birdwell, now wounded in the face, neck, chest, and arms, dismounted the tank but refused to be medically evacuated. Instead, Specialist Five Birdwell, under enemy fire, rallied fellow soldiers to advance toward the front of the armored column where they set up a defensive position by a large tree. From this position, he and the other soldiers engaged the enemy with M-16 fire and grenades. As the enemy fire lessened, Specialist Five Birdwell gathered ammunition from disabled vehicles and helped wounded soldiers move to safer positions. His leadership and tenacity under fire inspired the other C Troop soldiers to continue fighting against the superior enemy force, and directly contributed to the enemy's ultimate defeat. Specialist Five Birdwell's extraordinary heroism and selflessness above and beyond the call of duty were in keeping with the highest traditions of military service and reflect great credit upon himself, his unit, and the United States Army.

ADDITIONAL DETAILS

ACCREDITED TO: BELL, ADAIR COUNTY, OKLAHOMA, US

AWARDED POSTHUMOUSLY: NO

PRESENTATION DATE & DETAILS: JULY 5, 2022

PRESENTED AT THE WHITE HOUSE BY PRESIDENT JOSEPH BIDEN, JR.

BORN: JANUARY 19, 1948, AMARILLO, POTTER COUNTY, TX, US

HANDOUT 6 Activity 3 | Character Analysis: Cherokee Medal of Honor Recipients

Name: _____

Directions: With your group, create definitions for each Medal of Honor character value and record them in the chart.

Medal of Honor Character Values	
Patriotism:	Integrity:
Citizenship:	Sacrifice:
Courage:	Commitment:

Directions: Since the inception of the Medal of Honor, several Cherokee men have received the Medal of Honor for sacrifices made for their country during conflict. As you examine the sources provided, think about what life might have been like as a Cherokee after the forced removal of their people. Analyze the actions of each Recipient and examine the character values that led to him receive the Medal of Honor.

Medal of Honor Recipient: _____

1. What challenges did this recipient's ancestors face?
2. In what conflict did this recipient participate? For what action was this recipient awarded the Medal of Honor?

3. What characteristics did this recipient possess that are embodied in the Medal of Honor? Be specific.
4. How did this recipient's actions impact others?
5. What lesson can we learn from this Medal of Honor recipient? Be specific.
6. Based on what you have learned about the Cherokee people during the early 1800s and what you have learned about this Cherokee Medal of Honor recipient, why do you think these Cherokee men chose to join in fighting for the same country that had turned against their ancestors?

Medal of Honor Character Values	
Patriotism: Devoting our loyalty and love to our country, including working to make it better	Integrity: Being honest, keeping our word, and doing what is right, even when no one is watching
Citizenship: Actively participating in our democracy and in our community	Sacrifice: Giving of ourselves in the service of others
Courage: Persevering in worthy endeavors despite fear	Commitment: Devoting time, energy or resources to causes in which we believe

HANDOUT 1 | Exit Ticket

Name: _____

Directions:

Now that you have critically examined and summarized the opposing viewpoints of President Andrew Jackson & the US Government and the Cherokee Nation, use primary and secondary sources to develop an evidence-based argument answering the question: **How did Andrew Jackson's presidency affect the American Indian population of Tennessee?**

Use the space below to plan your paragraph and organize your thoughts. Use the back to write your final paragraph.

Claim:

Evidence:

Reasoning:

Use the space below to write your claim-evidence-reasoning paragraph to answer the exit ticket question:

How did Andrew Jackson's presidency affect the American Indian population of Tennessee?

HANDOUT 2 | Exit Ticket Rubric

Name: _____

	CONTENT	EVIDENCE	ORGANIZATION	LANGUAGE & GRAMMAR
4 Exceeds Expectations	- Contains a clear, compelling claim - Claim shows insight and a high level of understanding of the topic - Ideas follow logically from the text/sources	- Claim is well-supported by evidence - Evidence is used throughout the entire piece - Reasoning follows from the evidence	- The structure of the piece is appropriate for the content and purpose and strengthens the ideas being communicated. - There is a smooth flow of ideas and an excellent use of transitions, quotes, and sentence variety.	- Contains specific and strong vocabulary - Sentence structure highlights key ideas and relationships among them - Errors are very few and do not disrupt the force of the writing
3 Meets Expectations	- Contains a clear claim - Claim shows general understanding of the topic - Ideas follow logically from the text/sources	- Claim is supported by evidence - Evidence is used well, but there are some gaps - Reasoning follows from the evidence	- The structure of the piece is appropriate for the content and purpose and supports the ideas being communicated - There is an appropriate arrangement of ideas and use of transitions, but evidence is not always included properly	- Contains appropriate vocabulary, but isn't always specific - Sentence structure supports key ideas, but could be clearer and more varied - Errors do not interfere with understanding, but may weaken the force of the writing
2 Approaching Expectations	- Contains a claim, but it is not fully explained - Claim shows some understanding of the topic, but also some misunderstanding - Ideas are not always relevant or connected to the text/sources	- Claim is only partly supported by evidence - Evidence is only sometimes used, with many gaps or misunderstandings	- There is some effort to organize ideas, but there are major gaps and the strategy is unclear - Paragraphs contain separate ideas, but transitions aren't used regularly; there is some repetition of ideas and quotes are not well used	- Words are incorrect, unclear, or repeated too often - Sentence structure is simple or incorrect and limits the presentation of ideas - Errors interfere with understanding and weaken the force of the writing
1 Below Expectations	- Claim is missing or unclear - Ideas do not seem to have any purpose or connection to the text/sources	Shows some understanding of the use of evidence, but there is very little evidence and/or it is unrelated to the topic.	The piece includes separate paragraphs, but they are not well connected and there is not a consistent organization. Ideas do not flow across paragraphs and are made confusing by inaccurate sentence structure	- Contains very limited or incorrect word choice - Sentence structure is simple or incorrect, resulting in the communication of only a few simple ideas - Errors make it very difficult to understand ideas