February 14, 2013

Unit 6, Lesson 2, Day 2

Andrew Jackson

*No Bell Ringer*

Lesson:

1. Have students share their responses from yesterday’s assignment. The Cherokees and other Native American tribes embraced parts of Jefferson's "civilization program." Overall the evidence in the homework reflects significant changes and influences that reflect the ideals of the United States. While these tribes could not predict that their removal was at stake, they did attempt to adapt to the new situation in a way that would allow them to be successful. However, not all Indians made these changes, some would join Tecumseh's movement and challenge the United States and its citizens.
2. Have the students quickly answer the question "Why then, were the Cherokee and other Native Americans in the American South, removed?" Discuss their responses.
3. Hand out [Video Viewing Guide 2](http://www.pbs.org/kcet/andrewjackson/edu/middleschool2viewingguide2.html).
4. Show the [Indian Removal](http://www.pbs.org/kcet/andrewjackson/video/video_pop.html?id=43&KeepThis=true&TB_iframe=true&height=335&width=500) and the [Cherokee Nation Appeals to Supreme Court](http://www.pbs.org/kcet/andrewjackson/video/video_pop.html?id=59&KeepThis=true&TB_iframe=true&height=335&width=500) videos. Discuss the answers from the viewing guide when finished.
5. Hand out or project [John Marshall's Decision on Worcester v. Georgia](http://www.pbs.org/kcet/andrewjackson/edu/worcestervgeorgia.pdf). Read it together as a class and determine its significance, namely that it upheld the rights of the Cherokee Nation over the state of Georgia.
6. To contrast this point, now read [Jackson's Message to Congress on Indian Removal](http://www.pbs.org/kcet/andrewjackson/edu/jacksononindianremoval.pdf). Ask the class to discuss the justice of Indian removal. Lead them with the following questions: Did Jackson have the right? Should he have removed them? How do his arguments reflect his belief in states' rights vs. federal jurisdiction?
7. To extend this discussion, have students write a letter to Andrew Jackson explaining their position on Indian removal. Make sure they remember they are addressing the president and should include facts to back up their ideas.
8. Once you are finished with this discussion, transition to the issue of nullification. Start by showing the [Nullification, Part 1](http://www.pbs.org/kcet/andrewjackson/video/video_pop.html?id=66&KeepThis=true&TB_iframe=true&height=335&width=500) and [Nullification, Part 2](http://www.pbs.org/kcet/andrewjackson/video/video_pop.html?id=67&KeepThis=true&TB_iframe=true&height=335&width=500) videos. Review the answers to the questions on the viewing guide.
9. The nullification issue would be paramount in the years leading up to the Civil War. Discuss with students the problems that nullification posed, both in Jackson's day and modern times.