

Teacher: Dolores Ballejo			
Title: Map		Subject: U.S. History 2	
Topics: Trail of Tears		Grade: 9-12	
Lesson Duration:		School: Century High	
Education Designs Lesson/ Unit Plan			
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	The student will be able to interpret a map using the key forms of a map i.e. compass rose, mileage, rivers, plains, etc. The student will evaluate the source of a map and know how culture and experience influence people's perceptions of places and regions. The student will be able to answer, "Why was Trail of Tears impact the Cherokee?"		
National Standards for History Era: Link	<u>Era 4</u> Expansion and Reform (1801-1861) <u>Standard 1:</u> United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans		
Standard(s): <i>State, Local or National</i>	Geography: 1.1, 2.3, 4.1, 4.2		
Themes/Concept:	Using primary and secondary sources to locate the process of the Cherokee on the Trail of Tears.		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	1. Where were the Cherokee relocated? 2. What were the names of the two Native American groups in the northern half of the United States that were forced to move?		
Elements <i>(What you want the students to understand)</i>	Discuss the concept of "a symbol" and a "map key". Show them what each symbol means, the compass rose, the directions, mileage, etc. . (Usually in a corner.)		
Launch Activity (Hook)	Students will be able to construct their own maps. Have the student construct a map of their city or a map of the student's family movement complete with coloring their objects and labeling the objects they have drawn (using the vocabulary, key, mileage, etc.).		
Knowledge & Skills <i>(People, Places, times and vocabulary-what</i>	<u>Vocabulary</u> compass rose plains river lakes	mesa mountain mouth ocean source tributary	<u>Skills</u> Assess the importance of maps, directions, and decode maps. Evaluate sources of

<p><i>the student should be able to do. What skills will they use?)</i></p>	<p>plateau basin bay canyon cliff gulf harbor highland hill lowland</p>	<p>upstream valley volcano</p>	<p>information.</p>
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Lesson Methodology (*How will you conduct the lesson; activities...?*)

Launch Activity the student will discuss in small groups their findings, such as similarities and difference in their maps.

Activity 1
The teacher will have a large map of the United States. The students will research the journey of the Cherokee and get into small groups and select a point they will discuss in

Activity 2
Activity 2
In small groups, the students will select a point of the journey to describe orally the numbers of Cherokee alive the percentage of men women and children, the deaths percentage of men, women, and children

Activity 3
The students will write a reflection log, "Why did the numbers decline as the journey progressed, and did the U.S. government deal with the removal of the Native Americans fairly, why or why not?"

Assessment Evidence: *What evidence will show that students met the learning goal?*

Traditional Assessment (Quizzes, Test, Selected Responses)

Multiple choice quiz written in A,B,C,D choices with questions worded much like those used on standardized tests.

Portfolio Assessment

Students will create a map a possible alternate route of the Trail of Tears to see if another possible easier route was available.

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Turned in on time, A Title, A Key, A Compass Rose, A Scale, Good Artwork

Student Self-Assessment

teacher-student interview, small group discussion

Differentiation Associated with this unit

Allow student extra time to complete, assignments or quiz as needed, break assignments into smaller steps, that can be completed one tasks at a time, flash cards for the vocabulary. For gifted students a report on each location the Cherokee camped explaining the environment.

Resources and instructional tools: (*Including Video Sources, Text Resources, Research*)

Strategy)

Internet, textbooks, primary and secondary resources for personal stories Sources of Information:

<http://ngeorgia.com/history/nghisttt.html>

http://www.allthingscherokee.com/Articles/hist_050101_trailoftears.html

<http://www.cherokee.org/Culture/HistoryPage.asp?ID=2>

<http://www.powersource.com/cherokee/burnett.html>

<http://cherokeehistory.com/samuel.html>