

Overview

This lesson focuses on the Indian Removal Act of 1830 and its impact on eastern tribes that were forced to relocate to Kansas. The lesson uses five primary source documents to analyze the impact of relocation on the Indians. The students are asked to interpret the evidence presented in historical letters. The lesson is written for three class sessions but can be adjusted to meet individual classroom needs.

Standards

History:

Benchmark 1, Indicator 4 The student analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas (e.g., loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict).

Benchmark 7, Indicator 3 The student uses at least three primary sources to interpret the impact of a person or event from Kansas history to develop an historical narrative.

Reading:

Benchmark 2, Indicator 5 The student adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Writing:

Benchmark 2, Indicator 10 The student arranges information within each paragraph in a logical and effective sequence to meet the informational needs of the reader (typically 5-8 sentences). (Organization: prewriting, drafting, revising: N, E, T, P)

Objectives

Content:

- The student will be able to explain at least two ways in which the Indian Removal Act of 1830 impacted the lives of relocated tribes.

Skills:

- The student will be able to use primary sources to gain historical evidence.
- The student will analyze information and present conclusions in a logical and effective manner.

Essential Questions

- How do the desires of the majority sometimes impact the minority?
- How do primary sources provide evidence to piece together the past?
- Why were Americans willing to remove Indians from their native lands?



Activities

This activity uses the following *Read Kansas* cards:

- Evidence #1: Letter from Pierre Menard
- Evidence #2: Letter from Captain Nahkowan
- Evidence #3: Letter from No-tin-no
- Evidence #4: Letter from Jotham Meeker
- Evidence #5: Letter from Amelia J. Labedia

Day 1

1. Review with the students the purpose of the Indian Removal Act of 1830.
2. If you have access to a map of Indian Reservations in Kansas 1825 to 1850, it will be helpful to review with the students that many of the eastern tribes were given lands in Kansas.
3. Ask students to speculate on what impact forced removal had on Indian tribes. Make a list of predicted impacts on the board. Save the list.
4. Discuss with the students the way a historian would analyze the impact of the Indian Removal Act on Indian tribes by looking for evidence from the time period. Evidence can be found in primary source materials.
5. Explain to the students that they are going to look for evidence in primary sources to see if their predictions are correct or not. Divide the class into five groups. Give each group one of the **Evidence** *Read Kansas* cards.
6. Using the worksheet **Understanding the Primary Source: Historical Letters**, have each group determine the main point the author of the letter is trying to make and what supporting ideas he or she uses to enhance the main idea.

Day 2

1. Give each student a copy of the **Indian Removal Act of 1830: Impact on American Indians** worksheet.
2. Ask each group to give an oral summary of his or her historical letter focusing on the impact of Indian removal on their specific tribe(s).
3. Have each student take notes about what each primary source tells him or her of the impact of forced removal on the American Indians.
4. As a class review the predictions made the day before (written on the board). Determine which predictions were correct according to the evidence found in the primary sources.

Day 3

1. Ask each student to pretend that he or she is the Commissioner of Indian Affairs. Explain to students that all five of the historical letters presented as evidence in this lesson have reached his or her desk. Students are to write a letter to the president of the United States telling him what impact the Indian Removal Act of 1830 has had on the eastern Indian tribes removed to Kansas. Their letters should use information gathered through the historical letters to support their main points and their conclusions and recommendations. Make sure to arrange information in a logical and effective sequence.

Assessment

1. Observe how effectively the students work in a cooperative learning environment and evaluate the students' input into the **Understanding the Primary Source: Historical Letters** worksheet.
2. Evaluate the students' note taking abilities on the **Indian Removal Act of 1830: Impact on American Indians** graphic organizer.
3. Evaluate the students' success at analyzing the impact of the Indian Removal Act of 1830 on the American Indian tribes.

For the Teacher

This lesson should be completed after the students have studied the Indian Removal Act of 1830. If you are using other *Read Kansas* lessons then this lesson should follow M-7, **Indian Removal to the Great American Desert**. If you are using the textbook *The Kansas Journey*, use this lesson with pages 54-59.

Notes about using primary sources

- Historians use primary sources to determine what happened in the past.
- A primary source is a document or an artifact that was created at the time of an event or by a person who was present at the event. This makes it a first-hand account. Photographs, newspapers, broadsides, census records, letters, and diaries are all primary sources.
- Once an historian pieces together the events of the past through primary sources, he or she interprets those materials to tell the story of the past.
- When primary sources are edited they may contain bracketed words ([]). This may be done when the original word is misspelled. The word(s) in brackets indicates a word that was inserted by the editor.
- When primary sources are edited for length they will contain ellipses (...). This means that words or sentences have been removed.
- When a primary source is transcribed there may be words that cannot be deciphered and they will be marked in a specific way (xxx).
- If a primary source is difficult to read and understand, try reading it out loud. This generally helps with comprehension.

Letters such as the ones used in this lesson were usually dictated by one of the tribal leaders and actually written by a missionary or someone else who was literate. Some American Indians had learned to read and write in English and wrote their own letters. Many addressed their correspondence to "Our Father" or "My Father" as a sign of respect to government officials. Jotham Meeker, a missionary to the Ottawa, is writing to "Dear Brother" --a sign of the "brotherhood" of missionaries. The Rev. Peck was not Meeker's actual brother. Some tribal leaders were given or took on titles such as "Captain." Sometimes these were honorary titles and sometimes they were an individual's name. As they are used here, these titles are not associated with military or law enforcement.

Answer key suggestions for the **Understanding the Primary Source, Historic Letters** worksheet:

	Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5
Who is writing?	Pierre Menard	Captain Nahkowan	No-tin-no	Jotham Meeker	Amelia J. Labedia
On whose behalf?	Shawnee, Seneca, Miami, Delaware, Peoria, Piankeshaw, Kickapoo	Delaware	Ottawa	Ottawa, Sac and Fox, Kansa, and other tribes	New York Indians
Who is it to?	U.S. government	Commissioner of Indian Affairs	Superintendent of Indian Affairs	Corresponding Secretary of the American Baptist Missionary Union	Commissioner of Indian Affairs
Main Point	The cost to move will be high, and the Indians will lose horses.	The Delaware want to get all of the land that was promised to them.	The plows and harnesses promised to the Ottawa were needed and had not been delivered.	Cholera is killing many people.	Squatters are taking their land and they have no resources on which to live.
Supporting Ideas	It is impossible to refuse them clothing in the winter. The past has shown that horses are stolen during the move. Previous experience shows what the cost will be.	The land has been surveyed and is ready for a patent. The Kansa are claiming land that belongs to the Delaware. If the Kansa get the land they claim, the adjoining prairie lands will be of little value to the Delaware.	The Ottawa have asked several times to have their farming equipment delivered to them. Agents for the Ottawa have said "flattering words," but never followed through. The Ottawa have to plow with hand tools.	The Sac and Fox contracted cholera while hunting and the disease killed 20 to 30 members of the tribe. The Kansa have lost nearly 100 people to cholera. Hunters left horses for the sick to ride to the "world of the spirits."	Squatters have taken their fields and burned their houses. The Agent told her that he would soon get orders to remove the squatters. They want to get on their land by spring to plant crops.

Answer key suggestions for the **Indian Removal Act of 1830, Impact on American Indians** worksheet:

Evidence #1: Pierre Menard tells about the impact on the Shawnee, Seneca, Miami, Delaware, Peoria, Piankeshaw, and Kickapoo as they were forced to move west. The amount of merchandise these people would receive was unknown. The weather will be cold. They will need warm clothing, but might not have it. Horses will be lost during their move as they are stolen. Sometimes the stolen horses are sold back to the Indians, because the Indians need horses. **Having to move without warm clothing and having horses stolen is a hardship.**

Evidence #2: Several Delaware are writing to the Commissioner of Indian Affairs to let him know that the Kansa are claiming 23 sections of land that was given by treaty to the Delaware. They claim the Kansa are taking the best land with trees and along the river. **Losing their land to another tribe is a hardship.**

Evidence #3: No-tin-no is writing to the Superintendent of Indian Affairs on behalf of the Ottawa who need plows and harnesses to work their farmland. These things were promised to the Ottawa before they moved. They cannot plow their fields without the equipment. **Not getting the tools that were promised to them as a condition of the move is a hardship.**

Evidence #4: Jotham Meeker is writing to the Corresponding Secretary of the American Baptist Missionary Union to inform him of the cholera outbreak. Many Indians have died from cholera and many more are suffering from it. **Disease was a hardship.**

Evidence #5: Amelia J. Labedia is writing to the Commissioner of Indian Affairs on behalf of the New York Indians. Squatters have driven them from their homes and Labedia wants to know what can be done. **The actions of squatters are a hardship.**

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Resources for this lesson are from:

- Kansas State Historical Society collections

Name: _____

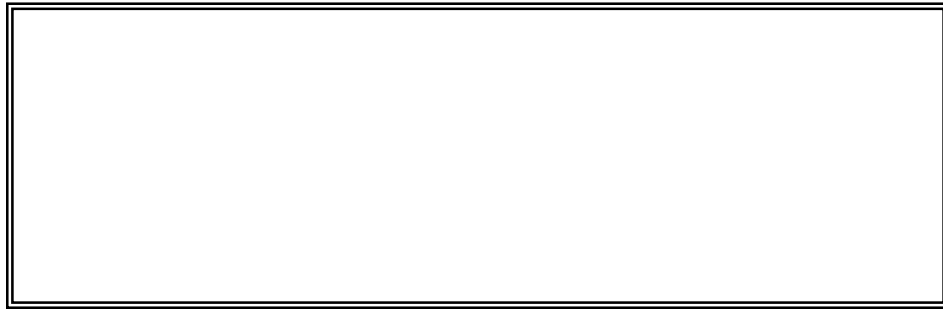
Understanding the Primary Source Historical Letters

Who is writing?

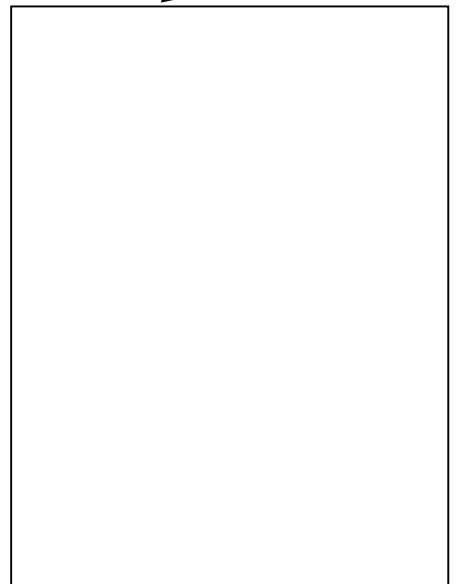
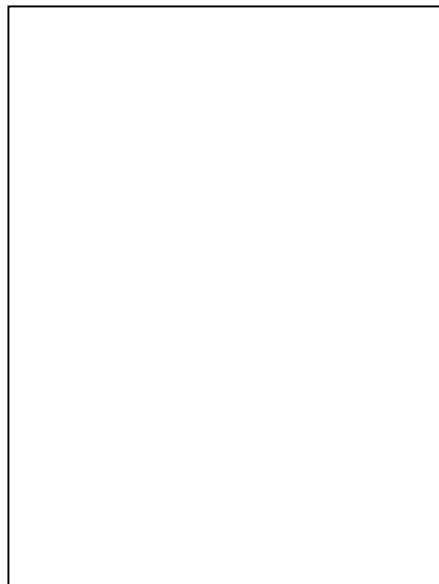
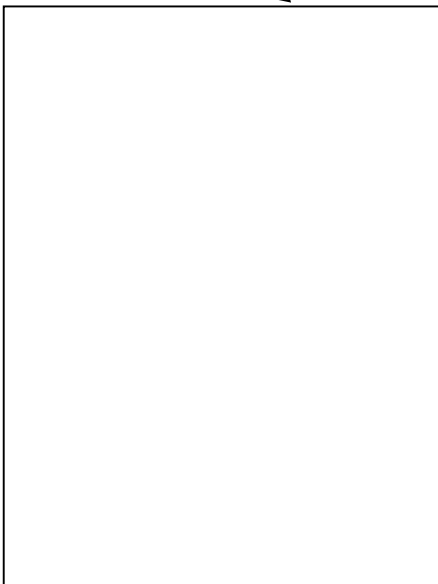
On whose behalf?

Who is it to?

Main Point



Supporting Ideas



Name: _____

Indian Removal Act of 1830 Impact on American Indians

Evidence	Impact
Evidence #1	
Evidence #2	
Evidence #3	
Evidence #4	
Evidence #5	