

## **Indian Removal Difficulties**

**By Delphine Kendrick, Jewett Academy Middle**

### **Summary**

During the late 1800's many there was a call for westward expansion. There was one thing that prevented settlers from expanding west; Indian lived on the territory. Settlers believed they should occupy the land rather than the Native Indians. The only way they could acquire the land was to remove the Indians to other territories further west.

### **Objectives**

Students will:

- 1.) identify the territory the Indians were removed from.
  - 2.) identify the territory the Indians were moved to.
  - 3.) create a timeline for the Indian Removal Act
  - 4.) create a Venn diagram to show pros and cons for Indian Removal
- Sunshine State Standards: S.S.A.2.3.6 – Knows the major events that shaped the development of cultures LA.B.2.3.1- Writes text that demonstrates comprehension of content.

### **US History Event**

This lesson could be used with any unit that highlights the completion of the Westward movement and Indian Removal Act.

### **Grade Level**

This lesson can be implemented into the middle school Social Studies class.

### **Materials**

Transparency of the map of the Indian Removal areas

<http://www.historicaldocuments.com/IndianRemovalActMaplg.htm>

Copies of the reading assignment: Massacre at Wounded Knee

<http://www.eyewitnesstohistory.com/pfknee.htm>

<http://www.bgsu.edu/departments/acs/1890s/woundedknee/WKmscr.html>

Andrew Jackson's quote

<http://www.synaptic.bc.ca/ejournal/jackson.htm>

Pictures of the difficulties



[4http://www.woundedknee.net/images/3/album.php](http://www.woundedknee.net/images/3/album.php)

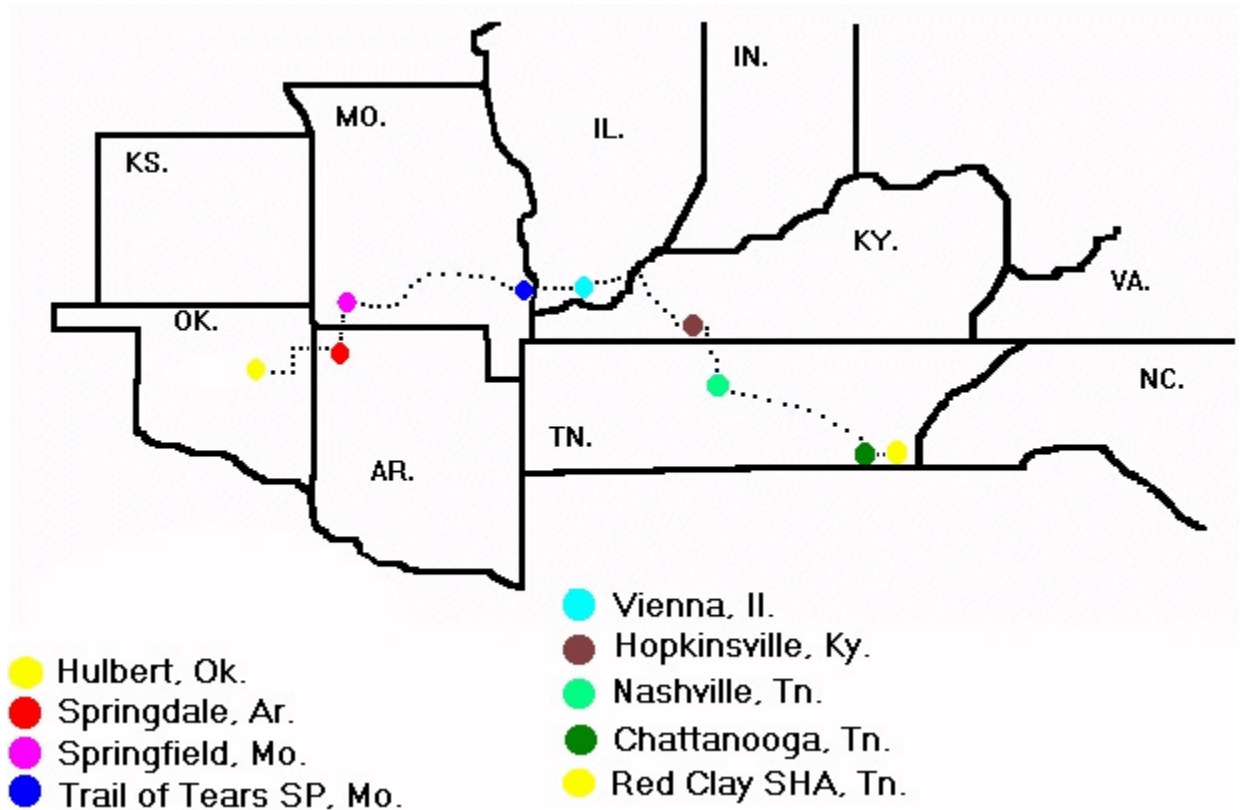


THE CUSTER BATTLEFIELD, 1877. The bones in the foreground were gathered by the burial party of 1877. They are approximately where Custer's body was found after the battle in the previous year. Compare the winding Little Big Horse river and its valley in

the background with the view shown in the lithograph reproduction on the cover.  
PHOTOGRAPH BY S.J. MORROW, YANKTON, DAKOTA TERRITORY.

[http://www.kshs.org/publicat/khq/1946/46\\_4\\_taft.htm](http://www.kshs.org/publicat/khq/1946/46_4_taft.htm)

### Trail of Tears Route



<http://members.tripod.com/~kirbyTD/totimingsindex.html>

### Lesson Time

This lesson could be implemented and discussed in 60 minute classes.

### Procedures

#### 30 minutes

1.) Students read the following excerpts and make a list of the reasons why the the Indians needed to be removed from their native land. Discuss the reading from the excerpts in small groups.

1. What Indian groups did you read about?
2. Which areas did they come from?

## Massacre At Wounded Knee, 1890

### The hope of the Ghost Dance

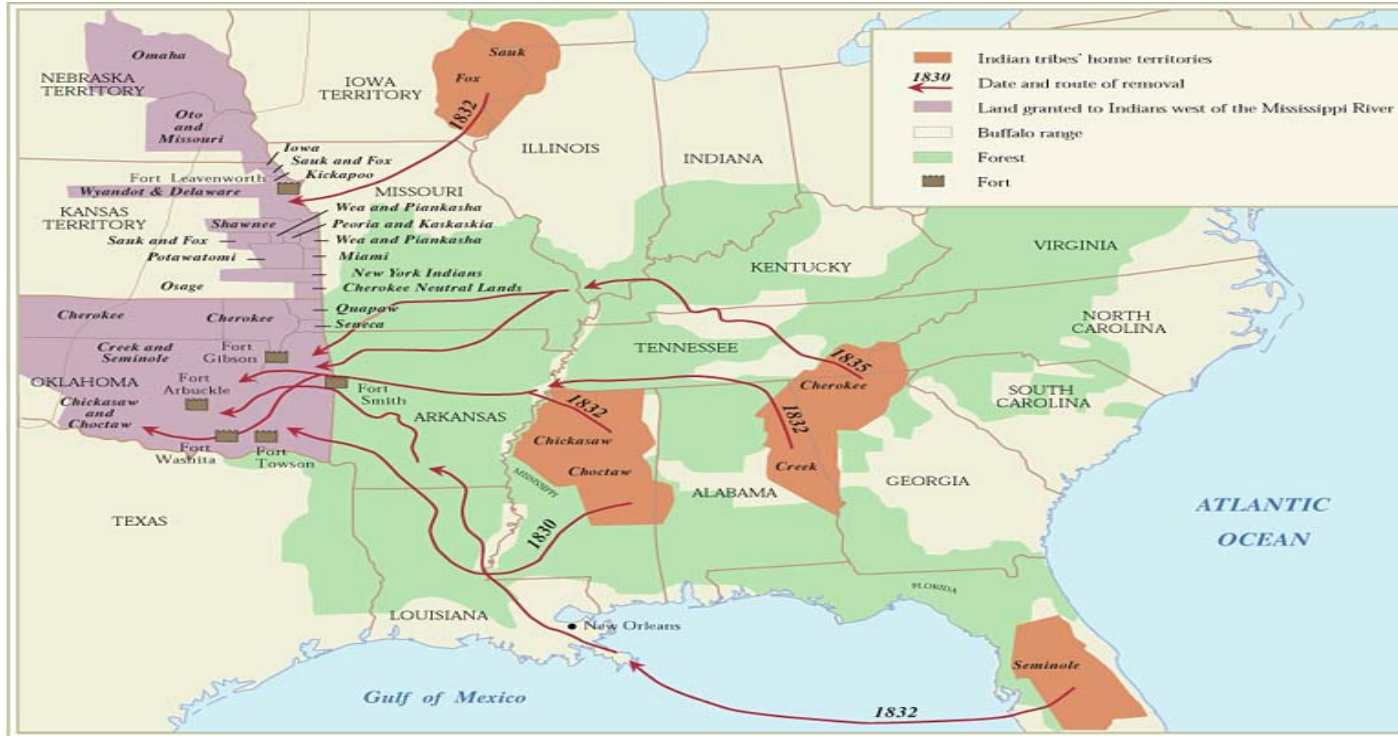
On the morning of December 29, 1890, the Sioux chief Big Foot and some 350 of his followers camped on the banks of Wounded Knee creek. Surrounding their camp was a force of U.S. troops charged with the responsibility of arresting Big Foot and disarming his warriors. The scene was tense. Trouble had been brewing for months.

The once proud Sioux found their free-roaming life destroyed, the buffalo gone, themselves confined to reservations dependent on Indian Agents for their existence. In a desperate attempt to return to the days of their glory, many sought salvation in a new mysticism preached by a Paiute shaman called Wovoka. Emissaries from the Sioux in South Dakota traveled to Nevada to hear his words. Wovoka called himself the Messiah and prophesied that the dead would soon join the living in a world in which the Indians could live in the old way surrounded by plentiful game. A tidal wave of new soil would cover the earth, bury the whites, and restore the prairie. To hasten the event, the Indians were to dance the Ghost Dance. Many dancers wore brightly colored shirts emblazoned with images of eagles and buffaloes. These "Ghost Shirts" they believed would protect them from the bluecoats' bullets. During the fall of 1890, the Ghost Dance spread through the Sioux villages of the Dakota reservations, revitalizing the Indians and bringing fear to the whites. A desperate Indian Agent at Pine Ridge wired his superiors in Washington, "Indians are dancing in the snow and are wild and crazy....We need protection and we need it now. The leaders should be arrested and confined at some military post until the matter is quieted, and this should be done now." The order went out to arrest Chief Sitting Bull at the Standing Rock Reservation. Sitting Bull was killed in the attempt on December 15. Chief Big Foot was next on the list.

When he heard of Sitting Bull's death, Big Foot led his people south to seek protection at the Pine Ridge Reservation. The army intercepted the band on December 28 and brought them to the edge of the Wounded Knee to camp. The next morning the chief, racked with pneumonia and dying, sat among his warriors and powwowed with the army officers. Suddenly the sound of a shot pierced the early morning gloom. Within seconds the charged atmosphere erupted as Indian braves scurried to retrieve their discarded rifles and troopers fired volley after volley into the Sioux camp. From the heights above, the army's Hotchkiss guns raked the Indian teepees with grapeshot. Clouds of gun smoke filled the air as men, women and children scrambled for their lives. Many ran for a ravine next to the camp only to be cut down in a withering cross fire.

When the smoke cleared and the shooting stopped, approximately 300 Sioux were dead, Big Foot among them. Twenty-five soldiers lost their lives. As the remaining troopers began the grim task of removing the dead, a blizzard swept in from the North. A few days later they returned to complete the job. Scattered fighting continued, but the massacre at Wounded Knee effectively squelched the Ghost Dance movement and ended the Indian Wars. *If you were at Wounded Knee Creek would you have risked your life to participate in the Ghost Dance?*

2a.) Have students analyze the following map:



2b) What were the names of the Indian that were removed and sent out west?

2c) Which states were the Indians moved to?

2d) What were the geographical features in the Indians' native territory?

3.) After about 5 to 8 minutes, students discuss the map in small teams. The teacher will then discuss the questions. .

### 30 Minutes

4a.) Students review reasons the reading assignment and the Indian Removal Map to create a timeline that shows the movement of the Indians to the west. Students need to show the dates that each Indian group was removed and forced west.

4b.) use the pictures, quotes and maps under Materials above to create a chart that shows the Pros and Cons of the Removal Indians toward the West. Work in small groups

Jackson announces Indian Removal nearing consumation; the Chocktaw and Chickasaw peoples agree to relocation; this development will induce other tribes to follow; states his good-will toward aboriginal people;

"Toward the aborigines of the country no one can indulge a more friendly feeling than myself, or would go further in attempting to reclaim them from their wandering habits and make them a happy, prosperous people." -- *Andrew Jackson*

<http://www.synaptic.bc.ca/ejournal/jackson.htm>

### **Assessments:**

- 1.) Create a Timeline (Illustrate the events): 1800, 1848, 1854, 1860, 1865—base this on the reading timeline.

Complete the Document Base Question Essay Assignment. Use the documents to write a 5 paragraph essay: Explain in detail the difficulties Indians faced as they were removed from their native lands to the territories out west. Include any of the following; starvation, weather conditions, long walks, separation from family, change in culture.

Transparency of the Indian Removal Map:

<http://www.historicaldocuments.com/IndianRemovalActMaplg.htm>

Copies of the reading assignment:

Massacre at Wounded Knee,

<http://www.eyewitnesstohistory.com/pfknee.htm>

Results of Wounded Knee :

[http://www.classbrain.com/artteenst/publish/article\\_52.shtm](http://www.classbrain.com/artteenst/publish/article_52.shtm)

<http://www.eyewitnesstohistory.com/pfknee.htm>