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## Staging the Question: Removal—Does It Make Sense?

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### Featured Sources

- **Video: [Removal](#)**— Watch this video and reflect on what it means to remove a people.
- **Opposing Perspectives**—Read what two opposing leaders had to say about American Indian removal almost two hundred years ago.
- **Removal Map**—Take a close look and consider how many Native Nations were forced to leave their lands.
- **Optional Extension Essay: “American Indian Removal”**—Read what a Smithsonian historian has to say about American Indian removal.

### Student Tasks

- **[Removal: Does It Make Sense?](#)**

## Staging the Question Lesson Procedures

### Anticipatory Set

#### Part A—Leaving a Home

**Teacher TIP:** Consider using the mind map in Part B of the [Removal: Does It Make Sense?](#) worksheet to assess students' prior knowledge. You can have students continue to use the mind map as they move through the inquiry. See how their understanding of removal may change in the face of new and compelling evidence..

- Ask students to consider how they would react if they were told that they had to leave their home and live somewhere else far away. Have students write their reflections on this question on Part A of the [Removal: Does It Make Sense?](#) worksheet. Students might share or discuss their answers.

### Guided Practice, Instruction, and Formative Assessment

#### Part B—Removal?

- Preview the video [Removal](#). Explain that this short, animated video presents other students' understandings of American Indian removal. On Part B of the [Removal: Does It Make Sense?](#) worksheet, students write down their current understandings about the meaning and significance of the word "removal."
- As a class, watch the video [Removal](#).
- Students should expand and refine their understandings about removal after viewing the video.

### Check for Understanding

#### Part C—Opposing Perspectives

- Emphasize to students that for many years, American Indian leaders actively resisted pressure—from land-hungry Americans—to leave their homelands. Removal as a federal policy came into effect with the passage of the Indian Removal Act of 1830.
- In pairs or as a whole class, have students examine the *Opposing Perspectives* source set. In Part C of the [Removal: Does It Make Sense?](#) worksheet, students analyze a Native leader's and a U.S. president's perspectives about removal. Included in the source set is an image of the Indian Removal Act of 1830.

### Review

#### Removal Map

**Teacher TIP:** As students examine the map, you might ask questions that prompt students to think about the scope and scale of removal as a federal policy. Consider emphasizing the number of nations represented on the map, the scale of homelands that were taken away, and the extremely small amount of territory to which many of these nations were removed.

- Direct students to the *Removal Map*.
- Explain that different American Indian Nations reacted to issues of removal in different ways.
- Students examine the map with attention to what they see represented on the map (summarize), what that information means (analyze), and why it matters (infer).

*Teacher TIP:* As an extension, you might direct students to the section “Hear from the Historian,” an essay on American Indian removal. This essay by a Smithsonian historian provides students historical context about the era in which the U.S. Government implemented removal as a federal policy.

**Preview**

- Introduce supporting question one: *How did the Muscogee Nation experience removal?* by explaining that students will begin the inquiry by examining how one Native Nation experienced removal.