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| **CRISPA Lesson Plan Template**  Connections, Risk-Taking, Imagination, Sensory Experience, Perceptivity, Active Engagement | |
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| **Teacher Name:** |  |
| **Content &Grade Level:** | *Social Studies, 6th – 8th* |
| **Unit Title:** | *The Trail of Tears* |
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| **Lesson Title:** | *Andrew Jackson and Indian Removal* |
| **Day of Lesson:** | *Lesson 1 of 3* |
| **Duration of Lesson:** | *1 day* |
| **Length of Class Period:** | *45 minutes* |
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| **Common Core / State Standards:** | [CCSS.ELA-LITERACY.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text. |
| **Measurable Lesson Objectives:** | 1. *S*tudents will be able to describe what the Trail of Tears was and the reasons for Indian Removal |
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| **Materials and**  **Resources needed:** |  |
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| **Anticipatory Set:** | ***Engage:***   * *As students enter the room, a letter will be on the board with the following text (Imagination) (C*onnections)   **DECREE 133**  To A and B Period History Students:  This document demands the removal of the 7th Grade History class from their current classroom, Room 2 in the Middle School. The class will have to relocate to a predetermined location.  Be it enacted by the Administration that it shall and may be lawful for the Principal to cause such territory belonging to any class to be relocated to another part of the school.  You have 2 minutes to discuss your options of how to argue to the principal why we should stay in Room 2. If not convinced, you will be relocated.  Sincerely,  The Administration |
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| **Procedures and Research-based Instructional Approaches:** | * *After the anticipatory set is wrapped up, students will describe the reasons that they should be allowed to stay in the classroom (Active Engagement, Perceptivity, Risk-Taking)* * *Regardless of how good their reasons are, the students will be removed from the classroom. They must take all of their belongings with them, and they are instructed not to speak with each other and to notice their surroundings as they walk.* Sensory Experience, Perceptivity * *Students will walk in silence to a pre-determined location that is outside the norm and a less desirable location to hold a social studies class (e.g: near school construction, a place where there’s nowhere to sit, it would be hard to conduct class)* * *There, the teacher will try to conduct part of a lecture lesson, making it difficult for students to do the things they would normally do in class (take notes, see the homework, use their computer (e.g: no internet access)*   ***Next steps:***   * *As the students become frustrated and engaged, the teacher will stop the conversation and explain the concepts of the Trail of Tears and a brief history of it. Students will then return to the class to learn more about the Trail of Tears through a short lecture and* [*video*](https://www.youtube.com/watch?v=SosZ2ZRJymU) *and begin a proejct of mutliple forms of representation described below.*  1. **Investigative Report** - This is your opportunity to assume the role of an investigative reporter and write an original article for an imaginary newspaper (or you could use a real one - but make sure it's historically accurate - for example, you would be hard-pressed to find a Denver newspaper written in English in 1839!). You will report live on the Trail of Tears. You must include at least **3** interview quotes to receive full credit -use your notes and the textbook to help guide you. Also, you must provide a brief summary of the events leading up to the Trail of Tears. Be sure to answer the 5 W's -who? what? when? where? why? A brief conclusion should be included as well. The investigative report must also include a title for the newspaper and an appropriate date. 2. **Poem** - Poem must also include a 1-paragraph essay response to the following question, "Could the Trail of Tears have been prevented?" 3. **Portrait** - Portrait must also include a 1-paragraph essay response to the follow question, "Could the Trail of Tears have been prevented?"   *(Imagination)* |
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| **Differentiation:** | * *Students will have an opportunity to different forms of the assignment as described above.* |
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| **Lesson Closure and Wrap-up:** | * + *To conclude class, students will engage in the activity Triangle-Square-Circle. Students will write down three things they learned about the Trail of Tears (triangle), one thing they liked about the day’s lesson (square), and one thing they still have a question about (circle)* |
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