

Lesson Plan 4

The Taking of Checagou: The Removal of Indigenous People



CHICAGO LITERACIES

Essential Question

When and why did indigenous people stop residing in Checagou?

Objective

- Students will be able to use context clues to find meanings to unknown words in an informational text.
- Students will be able to recall events that led to the removal of indigenous people.
- Students will be able to identify the paths taken during the Trail of Tears.

Key Vocabulary

- **Checagou:** the land that is now Chicago before the United States existed.
- **Indigenous:** the first people who lived in any region.
- **Europe:** a continent that is between Asia and the Atlantic Ocean and is north of the Mediterranean Sea.
- **Immigrant:** a person who moves from his or her native land to another country.
- **Indian Removal Act:** a law in the United States that was passed in 1830 signed by President Andrew Jackson. It gave the President the power to force indigenous tribes to move to land west of the Mississippi River.
- **Relocate:** to move to a new place.
- **Trail of Tears:** a forced relocation of indigenous people in the United States. Because so many died, it is called the "Trail of Tears".
- **Coercive:** using force of threats to make someone do something.
- **Treaty:** an agreement between two or more countries.
- **Reservations:** an area of land set aside by the U.S. government for indigenous populations; usually found in poor conditions.
- **Colonizer:** a country that settles in and takes control over another area or country, usually by force.

Standards Targeted

[CCSS.ELA-LITERACY.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.4.4](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

[CCSS.ELA-LITERACY.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Reading Skill Targeted

Use context clues to determine the meaning of an unknown word.

Time

60-90 minutes

Materials

“The Taking of Checagou” article, Unknown Words Graphic Organizer, Vocabulary Cards, Fishbowl Prompts, Trail of Tears Map Activity, Exit Slip, Free Write Notebook

Lesson (Procedure)

Introductory Activities:

Fishbowl Activity: In a Fishbowl discussion, students seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practice being both contributors and listeners in a group discussion. Use this activity as a way to get students to start thinking about the experiences that indigenous people faced. The suggested prompts are listed below (you may want to give these prompts a day in advance to allow students to prepare their opinions). Encourage students to use conversation moves/accountable talk stems such as:

**Your teacher asks you to sign a commitment form for a homework assignment that will be due in the near future. When you read it, you notice she uses a lot of fancy language that is difficult to understand, it almost feels like it’s written in a language you don’t understand! However, your teacher told you it was very important to have signed by the next day and so you do. Later, you find out the assignment is actually very difficult to complete but now you’re forced to follow through because you signed that commitment form. What’s your opinion about this? Do you think the teacher had the right to do this?*

**One day a new kid starts attending your school and you quickly notice he seems very lost and overwhelmed because he doesn’t know about routines at your school. You decide to be welcoming and help him get comfortable by answering any questions and becoming his friend. After a few weeks, he suddenly starts excluding and bullying you. What do you think about that? How would that make you feel and why?*

**Your family and you are taking a road trip that will take approximately 12 hours in the middle of a very cold winter. After one hour on the road the car breaks down, there is no one around to help and now you are forced to continue your trip by foot! What would concern you most about yourself and your family?*

**If your family and you were asked to move all of a sudden to place you’ve never even visited. What would you miss the most about your old home? What kinds of challenges do you think you might face?*

Let students know that today they will be learning about the challenges and choices that indigenous people faced and how *Chicago* came to be. Also, let students know that many of the scenarios discussed during the fishbowl activity will prove to be relevant to the indigenous population experience and they will get a chance to reflect on that.

Remind students that good readers use context clues to infer meanings of unknown words in order to better understand the text. Model this skill using the first paragraph in the article (see example below). Students should write this on their graphic organizer.

Unknown Word	Context in Passage	Inference of Meaning	Context Clue Used	Dictionary Definition
immigrant	"At first the indigenous people of Checagou welcomed European <u>immigrants</u> ."	Someone who goes to live to another place.	Inference: The text says that the indigenous people welcomed European immigrants. I know that Europe is a country far from Chicago, so if they were welcomed it means that were probably there to stay and live.	a person who moves from his or her native land to another country.

Key Vocabulary Review (cut & paste): You can either have a brief conversation about each key word as students cut & paste in their social studies notebook or have them use the words in any word work activity of your choice (i.e. 4-Square Vocabulary). Notice that some vocabulary cards do not have the definition included because it will be the students' task to infer.

Middle:

Have students read the article with their partner and ask them to underline any words that are unknown to them as well as any clue words or phrases that may help them identify its meaning. Ask students to answer the questions on page 3 together.

After students have read the article, as a class, identify the meaning of another unknown word. Answers may vary, below are some possible words that can be explored:

Unknown Word	Context in Passage	Inference of Meaning	Context Clue Used	Dictionary Definition
immigrant	"At first the indigenous people of Checagou welcomed European <u>immigrants</u> ."	Someone who goes to live to another place.	Inference: The text says that the indigenous people welcomed European immigrants. I know that Europe is a country far from Chicago, so if they were welcomed it means that were probably there to stay and live.	a person who moves from his or her native land to another country.
relocate	"They were forced to <u>relocate</u> to areas west of the Mississippi River."	To remove	Synonym: Earlier the text stated, "...a law that authorized the U.S. government to <i>remove</i> indigenous populations..."	to move to a new place.

Then, have students fill out the rest of the Context Clues graphic organizer independently. Answers may vary, here are some other possible answers:

Unknown Word	Context in Passage	Inference of Meaning	Context Clue Used	Dictionary Definition
immigrant	"At first the indigenous people of Checagou welcomed European <u>immigrants</u> ."	Someone who goes to live to another place.	Inference: The text says that the indigenous people welcomed European immigrants. I know that Europe is a country far from Chicago, so if they were welcomed it means that were probably there to stay and live.	a person who moves from his or her native land to another country.
relocate	"They were forced to <u>relocate</u> to areas west of the Mississippi River."	To remove	Synonym: Earlier the text stated, "...a law that authorized the U.S. government to <i>remove</i> indigenous populations..."	to move to a new place.
coercive	"They were <u>coercive</u> because they were written in a language that the indigenous people did not understand."	Something that is done unfairly	Example: It does not seem fair to have to sign something you do not understand.	using force of threats to make someone do something.
treaties	"Some made the choice to sign coercive <u>treaties</u> ."	A contract	Inference: When two people or groups sign something, it is usually a contract they are agreeing to.	an agreement between two or more countries.

colonizer	"Instead it became the property of 4,000 European <u>colonizers</u> ."	People who participate in taking over another country	Definition: The text clearly stated, "The people who participated in this occupation are called colonizers."	a country that settles in and takes control over another area or country, usually by force.
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Watch Two Videos to deepen understanding of topic and prepare students for next activity (note: if desired, you may ask students to fill out a triple venn diagram comparing and contrasting both videos and article):

BrainPOP video "Trail of Tears" (focus on map scene).

PBS video (focus on slide 10):

<https://illinois.pbslearningmedia.org/resource/midlit11.soc.splcher/trail-of-tears-the-choke-against-removal/#.XVYbA5NKjY>

Fill out Trail of Tears Map Activity.

End:

Free Write Reflection: Select one of the 4 prompts used during the fishbowl activity and write about how it relates to the experience that indigenous people lived through.

Exit slip

Extension Activities:

Ask students to choose one of two writing assignments:

Write a letter to European colonizers sending them a message you feel passionate about and/or questions you would have liked to ask them.

Rewrite history by writing a different ending to this historical event. What would you change about how Checagou came to be Chicago?

Watch Flocabulary Video: Trail of Tears

<https://youtu.be/6BM25bnZRcU>

Assessments

Unknown Words Graphic Organizer (formative)

Trail of Tears Map Activity (formative)

Questions on page 3 of article (formative)

Free Write Reflection (formative)

Exit slip (formative)