

NEH Lesson Plan

Title of Lesson Plan: Comparing Perspectives and Personal Narratives

By: Bart Shindelar and Lisa Smith

Lesson Objectives:

Students will be able to identify and list similarities and differences between two controversial events, the building of the Grand Coulee Dam and the Indian Removal Act.

Grade Level:

6th-8th Grade

Standards:

Common Core

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Texas Social Studies Standards

TEK 8.5G Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act

TEK 8.29D Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participant

Historical Background:

The Grand Coulee Dam began operation in 1942. It was a great engineering feat and viewed by many as a major success for the United States. Not all shared this viewpoint. The construction and opening of the Dam was met with protest by some groups. Native Americans were displaced and lost much of their land to the now dammed Columbia River. They also lost arguably their most vital resource, salmon. There are numerous similarities between this and another seismic event in Native American history; the Indian Removal Act. This lesson explores those similarities and also identifies differences between these two.

Resources:

Information about Grand Coulee Dam

http://academickids.com/encyclopedia/index.php/Grand_Coulee_Dam

Video about the Trail of Tears

<https://ksps.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/#.WXqIURMrLBI>

Trail of Tears (online text)

<http://www.ushistory.org/us/24f.asp>

Materials:

Text

Photos of different stakeholders

- Native Americans
- President Roosevelt
- Worker
- Farmer

Photo of Trail of Tears

Procedures:

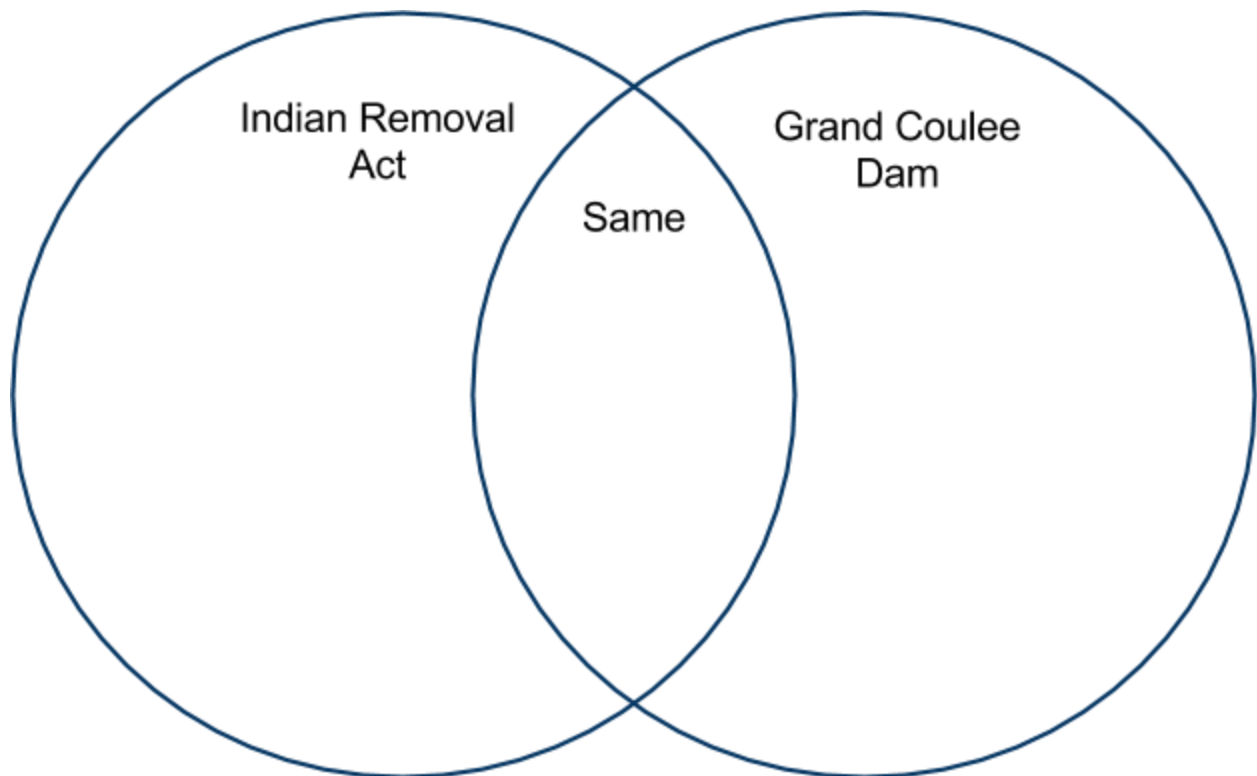
1. Hook: The state government has announced that they are no longer funding school lunches. All hot lunches will be eliminated and starting next week all students will need to be responsible for their own lunch. Discuss with a partner how this makes you feel and what you can do about it.
2. Divide students into groups of four.
3. Distribute photos of different stakeholders.
4. Students work together to analyze the photos using photo analysis sheet.

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf

5. Tell students that the Grand Coulee Dam is going to be constructed and these are different people that will be impacted in some way by the construction of the dam.
6. They should assume the role of one of these stakeholders and write a paragraph on how they think that stakeholder would be affected.
7. Share and discuss their responses. Share with students the impact of the Grand Coulee Dam on the Native Americans.
8. Compare this to how the Indian Removal Act impacted different stakeholders. (Andrew Jackson, Cherokee and other native americans, white settlers and farmers in the Southeast.

Assessment and Extensions:

Create a Venn Diagram that compares and contrasts the Indian Removal Act to the construction of the Grand Coulee Dam.



1. Family in need of income during the Great Depression



2. Farmer observing the drought-ridden field during the Great Depression



3. Native Americans witnessing the completion of the Grand Coulee Dam



4. President Roosevelt



5. “The Treaty of New Echota and the Trail of Tears”



