

Andrew Jackson's Speech to Congress on 'Indian Removal'

by Andrew Jackson

Difficulty: Easy Moderate Challenging

Text Type: Informational Literary

Text Complexity:

Quantitative: 1390L

Qualitative: Text structure and the use of language make this a more challenging piece of text. The purpose of the text requires the reader to make inferences about relationships that will require some content specific background knowledge.

Writing Type: Argumentative Informational/Explanatory

About this Lesson

Do **NOT** read this to students.

Andrew Jackson, in a 1830 speech to Congress, discusses the benefits of moving Native Americans onto reservations.

Materials:

- Copies of student text (<https://www.commonlit.org/texts/andrew-jackson-s-speech-to-congress-on-indian-removal/student-pdf>)
- Copies of the *TPRC (Think, Predict, Read, Connect)* graphic organizer (see compendium page 20)
- Copies of the *Vocabulary Knowledge Rating Scale* graphic organizer (see compendium page 36)
- Copies of the *It Says, I Say, and So* graphic organizer (see compendium page 60)
- Copies of the text dependent questions (see pages 7-9 in this document)
- Copies of *Exit Slips* (see compendium page 82)
- Copies of *Somebody-Wanted-But-So-Then* graphic organizer (see compendium page 90)
- Copies *Elaboration Techniques* handout (see compendium pages 112-113)
- Copies of the *Argumentative Writing Checklist* (see compendium page 115)



Phase 1: Key Ideas and Details

Orient

Step 1: Motivate (Modeled, Shared, Collaborative, Independent)

Explain that students will read a speech given by Andrew Jackson about the relocation of Native Americans. Distribute the *TPRC* (*Think, Predict, Read, Connect*) graphic organizer (see compendium page 20) and follow the *TPRC* procedures on compendium page 19. Ask students to write down their predictions about what they will read on the *TPRC* graphic organizer. Remind students to keep this graphic organizer for use when they read the speech.

Step 2: Introduce Big Task (Modeled, Shared, Collaborative, Independent)

Read the Big Task (see page 7 in this document).

Is the Indian Removal Act of 1830 government sponsored racism? Use Andrew Jackson’s own words to support your argument.

Annotate the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 6 below and TDQs 1-6 on page 7.)

Step 4: Address Vocabulary (Modeled, Shared, Collaborative, Independent)

Pre-teach vocabulary (see *Knowledge Rating Scale* strategy on compendium page 35).

Word/Phrase	After Paragraph or Line	Student Friendly Explanation
benevolent	paragraph 1	well-meaning
consummation	paragraph 1	completion
provision	paragraph 1	a provided thing
pecuniary	paragraph 2	relating to money
red man	paragraph 4	an archaic term, now considered offensive, for Native Americans
annihilation	paragraph 5	destruction

Step 5: Preview/Provide Context (Modeled, Shared, Collaborative, Independent)

Read the purpose setting statement:

Andrew Jackson (1767-1845) was the seventh president of the United States. In this speech he discusses the “Indian Removal Act,” which relocated native tribes to what is now Oklahoma. As you read the speech, take notes on the way that Jackson uses rhetoric to justify his actions.

Engage

Step 6: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Have students number each paragraph.

Ask students to draw a wavy line between paragraphs to show the sections to read.

Pause to ask the TDQs below after each section.

Use the *It Says, I Say, and So* strategy (see compendium page 59).

After Paragraph or Line	TDQ	Standard(s)
Paragraph 1	What is the subject of the speech and what does the author have to say about it?	RI.9-10.1
Paragraph 2	What can the reader reasonably infer when the author states, "...to cast off their savage habits and become an interesting, civilized, and Christian community."?	RI.9-10.1
Paragraph 2	What does Jackson say is the benefit of relocating "Native Americans"? Cite sufficient evidence to support your inference	RI.9-10.1
Paragraph 2	What central idea is most fully developed in Jackson's speech?	RI.9-10.2
Paragraph 2	Identify details that refine the central idea of the speech.	RI.9-10.2
Paragraph 3	How does paragraph 3 of Jackson's speech contribute to his purpose?	RI.9-10.3

Reflect

Step 7: Reflect (Modeled, Shared, Collaborative, Independent)

Use the *Exit Slip* strategy (see compendium page 81) and ask students to respond to this statement:
Write one thing you learned from today's reading.

Step 8: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Practice fluent reading by using the *Read Aloud to Students* strategy (see compendium page 75). Have student follow along in the text as you read the speech. Ask students to mark on the text areas where you changed your rate of speed or inflection and be ready to explain why those changes occurred.



Phase 2: Craft and Structure

Orient

Step 1: Review Key Ideas and Details (Modeled, Shared, Collaborative, Independent)

Have students share their *It Says, I Say, So* answers to the TDQs. Encourage them to ask, “Why did you write that?” and to “steal” relevant information.

Step 2: Review Big Task (Modeled, Shared, Collaborative, Independent)

Review answers to TDQs from Phase 1 that might be useful in answering the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 5 below and TDQs 1-4 on page 8.)

Step 4: Review Vocabulary (Modeled, Shared, Collaborative, Independent)

Review essential vocabulary using the *Flashlight Vocabulary* strategy (see compendium page 45).

Engage

Step 5: Read Sections and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Ask students to draw [brackets] around paragraphs to show the sections to read.

Pause to ask the TDQs below after each section.

Have students continue to use the *It Says, I Say, So What* strategy (see compendium page 59) using the TDQs from Phase 2 as their guide.

After Paragraph or Line	TDQ	Standard(s)
Paragraph 1	What is the most likely reason President Jackson used the word “benevolent” in paragraph 1?	RI.9-10.4
Paragraph 2 and 3	What words and phrases does the speaker use to state ideas in a vivid way?	RI.9-10.4
Paragraph 3	How does paragraph 3 contribute to the development and refinement of the author’s claim?	RI.9-10.5
End	What is the author’s viewpoint on Native American relocation? Is the author effective in advancing that viewpoint? Why or why not? Cite evidence from the speech in your analysis.	RI.9-10.6 RI.9-10.1

Reflect

Step 6: Reflect (Modeled, Shared, Collaborative, Independent)

With a partner, have students share their answers from their *I Say, It Says, So What* strategy and ask each other why and “steal” answers and rationales to include in their answers.

Step 7: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Use the *Paired Reading* strategy (see compendium page 73). Have students read paragraph 3 aloud to a partner. Explain to students that you would like them to read this paragraph as if they are trying to persuade someone to agree with their thinking.



Phase 3: Integration of Knowledge and Ideas

Orient

Step 1: Review Craft and Structure (Modeled, Shared, Collaborative, Independent)

Review the key ideas and details TDQs from Phase 1 and craft and structure TDQs from Phase 2. Use the responses to the *Exit Slips* from Phase 2 to generate small group discussions.

Step 2: Review Big Task (Modeled, Shared, Collaborative, Independent)

Review “It Says, I Say, So” and answers to TDQs from Phase 2 that might be useful in answering the Big Task.

Step 3: Introduce TDQs (Modeled, Shared, Collaborative, Independent)

(See Step 5 below and TDQs 1-2 on page 9.)

Step 4: Review Vocabulary (Modeled, Shared, Collaborative, Independent)

Review essential vocabulary using the *Two In One* strategy (see compendium page 47).

Engage

Step 5: Read Section and Answer TDQs (Modeled, Shared, Collaborative, Independent)

Ask students to draw [[double brackets]] around paragraphs to show the sections to read.

Pause to ask the TDQs below after each section.

Use the *It Says, I Say, So* strategy (see compendium page 59) to gather additional information from the speech as it relates to the phase 3 TDQs.

After Paragraph or Line	TDQ	Standard(s)
Paragraph 2	What argument is presented in the text?	RI.9-10.8
Paragraph 2	Assess the evidence presented in the speech. Explain why the evidence is valid or invalid.	RI.9-10.8 RI.9-10.1

Reflect

Step 6: Reflect (Modeled, Shared, Collaborative, Independent)

Using the *Somebody-Wanted-But-So-Then* strategy (see compendium page 89) to assist them in capturing the events in the text such as conflict, resolution, and summarization.

Step 7: Practice Fluent Reading (Modeled, Shared, Collaborative, Independent)

Practice fluent reading using the *Paired Reading* strategy (see compendium page 73) and have students read the first paragraph as if they were the president addressing congress.



Phase 4: Argue or Inform/Explain

Orient

- Step 1:** **Review Big Task** (Modeled, Shared, Collaborative, Independent)
Review the type of writing and content expected in the Big Task.
- Step 2:** **Review All Previous TDQs** (Modeled, Shared, Collaborative, Independent)
Review *It Say, I Say, So* and answers to TDQs that may be helpful when answering the Big Task, validating or redirecting as necessary.
- Step 3:** **Introduce/Review the Writing Essentials** (Modeled, Shared, Collaborative, Independent)
Introduce the *Argumentative Writing Essentials* (see compendium page 96).

Engage

- Step 4:** **Prewrite** (Modeled, Shared, Collaborative, Independent)
Fill out the *Big Task Graphic Organizer* (see page 10 in this document). Begin brainstorming reasons people follow the crowd. As students identify each reason, use the *Elaboration Techniques* handout (see compendium pages 112-113) to help students select an appropriate elaboration technique.
- Step 5:** **Draft** (Modeled, Shared, Collaborative, Independent)
Using the *Argumentative Writing Graphic Organizer* (see compendium pages 98-103), ask students to begin drafting their essays. Remind students to use the *Elaboration Techniques* handout from Step 4 to select an appropriate way to elaborate for each “Body Paragraph” section on the graphic organizer.
After students have completed their *Argumentative Writing Graphic Organizers*, arrange the pages to logically organize their information.
Have students write their final drafts.
- Step 6:** **Revise/Edit** (Modeled, Shared, Collaborative, Independent)
Encourage students to proofread their final drafts using the *Argumentative Writing Student Checklist* (see compendium page 114).

Reflect

- Step 7:** **Provide Individual Feedback**
Confer with individual students to discuss their paragraphs based on the [Argumentative Rubric](#).
- Step 8:** **Provide Group Feedback**
Review overall strengths and weaknesses with class. Share effective elaboration from one or two students’ essays. Share ineffective elaboration from one or two students’ essays and brainstorm possible revisions.

Andrew Jackson's Speech Big Task and TDQs

Phase 1: What does the text say?

THE BIG TASK

Is the Indian Removal Act of 1830 government sponsored racism? Use Andrew Jackson's own words to support your argument.

1. What is the subject of the speech and what does the author have to say about it?
2. What can the reader reasonably infer when the author states, "...to cast off their savage habits and become an interesting, civilized, and Christian community."?
3. What does Jackson say is the benefit of relocating "Native Americans"? Cite sufficient evidence from the text to support your inference.
4. What central idea is most fully developed in Jackson's speech?
5. Identify details that refine the central idea of the speech.
6. How does paragraph 3 of Jackson's speech contribute to his purpose?

Andrew Jackson's Speech TDQs

Phase 2: How does the text say it?

1. What is the most likely reason President Jackson used the word "benevolent" in paragraph 1?
2. What words and phrases does the speaker use to state ideas in a vivid way?
3. How does paragraph 3 contribute to the development and refinement of the author's claim?
4. What is the author's viewpoint on Native American relocation? Is the author effective in advancing that viewpoint? Why or why not? Cite evidence from the speech in your analysis.



Big Task Graphic Organizer

Before drafting your essay, use this template to help you:

1. Annotate the prompt
2. Determine the type of writing expected
3. Consider the audience
4. Clarify your purpose/task
5. Capture ideas you want to include

<p>The Big Task (Prompt)</p> <p>Is the Indian Removal Act of 1830 government sponsored racism? Use Andrew Jackson's own words to support your argument.</p>	<p>← Annotate the Prompt</p> <ul style="list-style-type: none"> • Mark the words indicating the type of writing. • Mark the topic(s) of the task. • Mark the task expectations.
<p>What type of writing am I creating? (Circle one.)</p> <ul style="list-style-type: none"> • Argument • Informative/Explanatory • Narrative 	<p>Who is my audience?</p>
<p>Questions to Consider</p> <ul style="list-style-type: none"> • What do I already know about the topic? • How have I handled similar tasks in the past? • What academic language will help me sound like an expert? 	
<p>What is my main/controlling idea OR argument (thesis statement)?</p>	
<p style="text-align: center;">What relevant ideas are worth including? ←</p> <p style="text-align: center;"><u>Evidence or ideas from the text, experiences</u> (3-5 bullets)</p> <ul style="list-style-type: none"> • <p style="font-size: small; margin-top: 20px;">Organize these ideas in a logical order. Number each bullet.</p>	<p style="text-align: center;">→ Why are they worth including?</p> <p style="text-align: center;"><u>Analysis or elaboration</u></p> <ul style="list-style-type: none"> •
<p>Ideas for my conclusion.</p>	