



Activity	Theme 4 Activity 2
Lesson Name	Using Maps to Understand Removal
Summary	In this activity, students will learn about the forced removal of the Ohio Shawnee from the Ohio River Valley through the analysis of maps. Students will analyze secondary source maps to understand both the historical context and lasting impacts of the U.S. governmental policy of forced removal throughout the 19 th century. Through this process, students will practice map reading skills to draw and support conclusions regarding Eastern Shawnee removal history and its lasting impacts.
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the definition of removal. • Understand the causes and effects Eastern Shawnee removal history. • Utilize map reading and analysis skills. • Draw and support conclusions using evidence derived from maps.
Essential Questions	<ul style="list-style-type: none"> • What is removal? • How can maps help us understand historical events and their lasting impacts?
Materials	<ul style="list-style-type: none"> • <i>Removal Reading Handout</i> or access to <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> book • <i>Map Analysis Worksheet</i> • <i>American Indian Census Map, 2010</i> • Pens and Pencils
Vocabulary	<ul style="list-style-type: none"> • Removal - the forced displacement of a community for political or social reasons
Preparation	<ul style="list-style-type: none"> • Become familiar with the Eastern Shawnee removal stories presented in <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> book, particularly in “Chapter 2: From Ohio to Oklahoma and Beyond: The Long Removal of the Lewistown Shawnees.”

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<p>Procedure</p>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Gage student understanding by asking if anyone knows the definition of removal. Explain to students that removal refers to the forced displacement of a community for political or social reasons. • Pass out the <i>Removal Reading</i> Handout. Instruct students to read the handout silently. Then have students discuss the reading with a partner. <p><u>Activity</u></p> <ul style="list-style-type: none"> • Have students complete the <i>Map Analysis</i> Worksheet in pairs or small groups. <p><u>Wrap Up</u></p> <ul style="list-style-type: none"> • Engage students in a discussion as a class regarding their findings in the <i>Map Analysis</i> Worksheet.
<p>Extension</p>	<ul style="list-style-type: none"> • Students further explore the movement/displacement of Eastern Shawnee tribal members to the Pacific Northwest and chart that movement on a map.
<p>Differentiation</p>	<ul style="list-style-type: none"> • Read the <i>Removal Reading</i> Handout out loud to the class.
<p>Historical Thinking Skills Addressed</p>	<p>Historical Comprehension</p> <p>g) Draw upon data in historical maps.</p>
<p>Attachments</p>	<ul style="list-style-type: none"> • <i>Removal Reading</i> Handout • <i>Map Analysis</i> Worksheet