



Close reading plan

“On Indian Removal” by Andrew Jackson

Created by Steven St. Onge, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	Transcript of President Andrew Jackson's Message to Congress "On Indian Removal" (1830) by Andrew Jackson	Where to Access Text	http://www.ourdocuments.gov/doc.php?flash=true&doc=25&page=transcript
Text Description			
<p>This text is a primary source transcript of a speech Andrew Jackson gave to Congress after the implementation of the Indian Removal Act. This document is included as one of the top 100 primary sources in American History. In the speech, President Andrew Jackson justifies the Indian Removal Act which allowed for the relocation of Native American tribes from the Eastern half of the United States to land west of the Mississippi River. This would promote the expansion of the United States across the Eastern Coast without interference from Native American tribes. Jackson rationalizes that this removal will not only help the “white” settlers, but will be invaluable to the Native Americans being evicted. Due to the high number of tier three words, the Lexile is higher than normal, but is appropriate for younger audiences. The text does require some moderate levels of discipline-specific content knowledge of the treatment of Native Americans.</p>			
Quantitative			
Lexile and Grade Level	1390L 6 th Grade	Text Length	809 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The purpose of Jackson’s speech is implied, but students must be able to infer Jackson’s stance on Native Americans based on the language he uses. Overall, Jackson believes that in order for American expansionism to grow, Native Americans need to be removed. This will benefit not only “white” Americans, but Native Americans as well.</p>		<p>No graphics. No subtitles. The organization of the text follows that of a typical argumentative essay with a mix of both explicit and implicit connections to his ideas. The speech is a great example of the argumentative process including a strong claims, supporting evidence, and a counter-claim. Lots of rhetoric questions used.</p>	
Prior Knowledge Demands		Language Features	
<p>Requires moderate levels of discipline-specific content knowledge including the treatment of Native Americans in the Post American Revolutionary Era.</p>		<p>Set in early 19th century dialogue. Jackson’s use of language contains some abstract and outdated language, but the overall clarity of the speech is clear. There are several high vocabulary terms in the speech. There are multiple references to Native Americans as Indians, red men, and savages.</p>	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</p>		<p>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</p>	
<ul style="list-style-type: none"> • Benevolent • Consummation • Induce • Constituting 	<ul style="list-style-type: none"> • Studded • Perpetual • Entwined • Unconstrained 	<ul style="list-style-type: none"> • Pecuniary • Savages • Progressive 	<ul style="list-style-type: none"> • Provision • Repel

Potential Reader/Task Challenges

While there are several high-level vocabulary words, the subject matter is appropriate for the grade level. Students should have a brief understanding of the relationship between Native Americans and United States settlers before reading the text. The most challenging aspect of the text will be the various terminology used to describe Native Americans and the various 19th century dialogue.

Text-dependent questions		
Question	Standard alignment	Page of this document
According to Jackson, what are the benefits white settlers and Indians will receive from the removal of Indians from white settlements?	RI.6.2	#5
In paragraph 4, how does Jackson connect the removal of Native Americans to past and present settlers of the United States?	RI.6.5	#8
What does Jackson's choices of words to describe the Native Americans reveal about his attitude towards the Native Americans?	RI.6.4	#13
How does Jackson convey his point of view that the white man is superior to Native Americans throughout the speech?	RI.6.6	#17
Target Standards		
<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details • CCSS.ELA-LITERACY.RI.6.5 - Analyze how a particular paragraph fits into the overall structure of a text and contributes to the development of the ideas. • CCSS.ELA-LITERACY.RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • CCSS.ELA-LITERACY.RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 		

Question 1

Question #1	According to Jackson, what are the benefits white settlers and Indians will receive from the removal of Indians from white settlements?
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------

Standard(s) covered:	RI.6.2 - Determine a central idea of a text and how it is conveyed through particular details.
-----------------------------	------------------------------------------------------------------------------------------------

Example response that meets standard	Look-fors
<p>According to Jackson, there are several benefits that both white settlers and Indians will receive from the removal of Indians from white settlements. For the white settlers, it will “put an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians.” With the Indian threat gone, settlers and nearby states will not have to worry about protecting their settlements from Indian attacks. The Indians’ removal will also allow for economic gains for white settlers because without the interference from the Indian population the white settlers will be able to settle larger areas of land and gain additional wealth. For the Indian population, their removal will allow them to be free of United States government and will allow them freedom to make their own decisions. Jackson also believes that their removal will eventually lead the Indians to “cast off their savage habits and become an interesting, civilized, and Christian community.” The Indians will eventually become more like white Americans, which to Jackson, makes them better people. These are the benefits Jackson believes both white settlers and Indians would receive.</p>	<ul style="list-style-type: none"> • Accurately identifies benefits of white settlers • Accurately identifies benefits of Native Americans • Accurately quotes from the text to support explanation

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to determine the main idea by comparing quotes in the text.
------------------	-----------------------------------------------------------------------------------------------

Prior knowledge to review	Determine two or more main ideas of a text and explain how they are supported by key details (RI.5.2)
----------------------------------	-------------------------------------------------------------------------------------------------------

Steps to achieve objective	Think aloud for direct instruction
1) Reread to find a pattern	<ul style="list-style-type: none"> • Hmm as I'm reading this text I want to look for ideas that keep repeating themselves over and over again. • I'll start by looking at the first paragraph and trying to summarize what Jackson is saying. • Jackson seems really excited about his plan and that it has "obvious" advantages. • Let's take a look at the second paragraph and try to summarize that. • Wow, ok, that gave a lot of reasons why moving the Indians will be beneficial to both Indians and white settlers. • REPEAT SUMMARIZING FOR THE OTHER PARAGRAPHS IN THE SPEECH. • I'm definitely starting to notice that Jackson really thinks that this Indian Removal will be a good idea. • He keeps listing how both Native Americans and white settlers are going to be so much better off once the Indians are gone.
2) Highlight quotes showing the pattern	<ul style="list-style-type: none"> • Well I know that the pattern is that Indian removal is beneficial for both Indians and white settlers so now we should look for examples of that in the text since we need to find quotes. • Let's start by examining the first paragraph. • I should start by looking specifically where the author mentions either Indians or white settlers in the paragraph. • Is there any example in this sentence of how either Indians' or white settlers' lives will be improved? • If it sounds like someone is going to gain something positive then I'll highlight that benefit. • REPEAT FOR EACH PARAGRAPH IN THE ARTICLE.
3) Compare quotes using a T-chart	<ul style="list-style-type: none"> • Now that we have a few pieces of evidence highlighted, we need to organize it. • Let's create a t-chart. On the left side of the t-chart, let's put Indians. On the right side of the t-chart, let's put white settlers. • Let's start with the first benefit we found, is this a benefit for Indians or white settlers? If it's a benefit for Indians then we'll put it in the Indian section. If it's a benefit for white settlers then let's put it in the white settlers. • I need to find direct quotes, so let's find examples. • Let's start by focusing on the Indian population. For example Jackson says: "For the Indian population, their removal will allow them to be free of United States government and will allow them freedom to make their own decisions." • REPEAT THIS FOR EACH BENEFIT THAT WAS HIGHLIGHTED.
4) Determine the central idea	<ul style="list-style-type: none"> • From my list of quotes, it seems pretty clear that there is evidence that the Indian removal will be good for both Native Americans and white settlers. • So for a main idea, I can say that Jackson believes the Indian removal will be beneficial for both Native Americans and white settlers.

Extension and practice

- If students are having difficulties identifying benefits of white settlers and Indians model the first two paragraphs with the students by displaying the speech on the projector and underlining benefits. After students have seen visual representations of benefits, then have the students work in pairs to do the next paragraph together. Once the students have finished, share out the benefits that were discovered. Have the students identify the benefits in the last paragraphs alone. Check for their understanding of benefits by sharing out their results.
- Alternatively, students may work in groups of three after modeling the two paragraphs where each is assigned only one paragraph to examine the benefits that either white settlers or Indians will receive. If students are having difficulties organizing which are benefits for the white settlers and which is a benefit for Native Americans, have them use different color highlighters to represent the two different groups.
- If students are struggling to infer the benefits from the text, first pick out a direct quote from the text that demonstrates a benefit of the Indian removal. Write the quote on the board so that students can clearly visualize it from the other parts of the text. Ask the students to put the quote into their own words. Help students who are having difficulty with the vocabulary in the sentence or allow them to use their resources to determine meaning of words they are unsure of. Once students have put the sentence into their own words, ask them “so what.” How does this quote show that the lives of either the Native Americans or the white settlers are now improved/better? Think/Pair/Share the responses.
- To further this activity, ask the students how they would feel if the students were placed in the role of Indians. How would they react to Jackson’s plan?

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction texts to determine a central idea of a text and how it is conveyed through particular details. (RI.6.2)

See more examples of how to teach determining a central idea of a text and how it is conveyed through particular details (RI.6.2)

Objective: In this lesson you will learn how to determine the main idea by comparing quotes in the text.

- 1) Reread to find a pattern
- 2) Highlight quotes showing the pattern
- 3) Compare quotes using a t-chart
- 4) Determine the central idea

[Determine the central idea of a text](#)

[Answer questions about a text by locating evidence](#)

Question 2

Question #2	In paragraph 4, how does Jackson connect the removal of Native Americans to past and present settlers of the United States?	
Standard(s) covered:	RI.6.5 - Analyze how a particular paragraph contributes to the development of the ideas.	
	Example response that meets standard	Look-fors
	<p>Jackson connects the removal of Native Americans to the past and present settlers of the United States in several ways. First, Jackson says, “To better their condition in an unknown land our forefathers left all that was dear in earthly objects.” Jackson illustrates that even though the Indians are being forced to leave their lands behind, the former settlers of the United States did the same thing in order to make their lives better. Jackson also connects the removal of Indians to present settlers of the United States by stating, “Our children by thousands yearly leave the land of their birth to seek new homes in distant regions.” Jackson wants the Native Americans to see that it is not only the Indians who are moving, but also thousands of present United States settlers who are trying to make their lives better.</p>	<ul style="list-style-type: none"> • Identifies what past settlers of the United States did to better their lives • Identify what present settlers of the United States are doing to better their lives • Connect how these settlers are similar to the Native Americans
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn how to analyze the development of the central idea by comparing the experience of two groups.	
Prior knowledge to review	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic <i>or subject area</i> . Students should be able to identify the central idea of an article.	

Steps to achieve objective	Think aloud for direct instruction
1) Reread the paragraph, looking at one group's experiences	<ul style="list-style-type: none"> • Now that I know the central idea is about how the removal of Indians will help both white settlers and Indians, I can focus on how paragraph 4 connects to this idea. • Since the question is asking me to connect the removal of INDIANS to present and past white settlers, I should start by identifying how the Native Americans will be affected by the removal from their land in paragraph 4. • I'm going to start by making a chart with three columns and in the first column I'm going to put at the top "how Native Americans will be affected." • Now I'm going to reread the paragraph and list any that ways that the Native Americans will be affected. • Oh, I found one example. Jackson says, "Doubtless it will be painful to leave the graves of their fathers."
2) Compare the two groups	<ul style="list-style-type: none"> • Once I'm done with my list of how Native Americans will be affected, I'm going to make a second column and put at the top "how does this connect with past white settlers." • I'm now going to reread the paragraph again, but this time I'm going to examine when it starts discussing past white settlers. • After each sentence, I'm going to ask myself, "was this sentence talking about past white settlers?" • If it was talking about them, then I'll go back to my list of "how Native Americans will be affected" and see if this sentence connects or is similar to one of those ideas in the list. • If it does, then I'll write it down in my second column. • I got another example! Jackson says right after "Doubtless it will be painful to leave the graves of their fathers;" "but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects." • In the third column, I'm going to put "how does this connect Native American and white settlers." • For the example that I found, I could say that this shows that both Native Americans and past white settlers are connected because they both left behind the graves of their ancestors. • REPEAT THIS PROCESS FOR THE REST OF THE PARAGRAPH.
3) Connect the comparison to the development of the central idea	<ul style="list-style-type: none"> • Now that I have a list of examples that show how the removal of Native Americans is connected to past and present white settlers, I have to connect it back to the central idea. • Well my central idea was that the removal of Indians is positive for both white settlers and Indians. • I'm going to go through my third column list (how does this connect Native American and white settlers) and see how which ones are positive. • I should probably highlight or star the ones that are positive so that way I'll remember which ones are positive. • Now that I can clearly see there are a lot of positive results. • So this must be another attempt by Jackson to show how beneficial the removal of Indians will be for everyone.

Extension and practice

- If students are having difficulty connecting the paragraph with the central idea, have the students make a chart with three columns. On the top left put “Sentence Number”, in the top middle box put “Does it relate to the central idea? (yes or no)” In the top right box put “explain how it relates.” Go back to the specific paragraph and label each sentence there in numerical order starting with one. Tell students, “We’re going to chunk this passage up into individual sentences and go through them one by one to determine if that sentence relates to our central idea. If it does relate, I’ll put a yes in the middle column. If it does not relate, I’ll put a no in the middle column. If I put a yes, then I will have to explain how it relates to the central idea. If it does not relate, I’ll have to explain why it does not relate.”
- For a further extension, you can ask the students why Jackson is comparing the past and present white settlers to the current Indian removal plan. Have the students think/pair/share their responses. Jackson is attempting to show that the white settlers are moving on their own free will without any aid from the United States government to better their lives. Thus, the Native Americans should be glad that the United States government is helping the Native Americans with the process of moving to supposedly better land.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction texts in order to learn how a particular paragraph contributes to the development of the ideas. RI.6.5

See more examples of how to teach analyzing how a particular paragraph contributes to the development of the ideas. I.6.5

Objective: In this lesson you will learn how to analyze the development of the central idea by comparing the experience of two groups.

1. Reread the paragraph, looking at one group’s experiences
2. Compare the two groups
3. Connect the comparison to the development of the central idea

[Analyze-text-structure-using-a-flowchart](#)

How Native Americans will be affected?	How will White Settlers be affected?	How does this connect both groups?
<ul style="list-style-type: none"> • Current tribes are being annihilated or have melted away to make room for the whites • Fair exchange of Indians leaving the land in exchange for them receiving a prolonged life • They will be leaving the graves of their fathers • Give the Native Americans new and extensive territory • Pay the expense of their removal • Support him a year in the new home 	<ul style="list-style-type: none"> • White forefathers left behind all of their earthly objects • Current populations leave their birth land for new homes in faraway places • The current white settlers are happy to do so • Current white settlers move at their own expense • Buy their own land • And then support themselves when they arrive 	<ul style="list-style-type: none"> • Both Native Americans and white settlers have left behind their ancestors • Both Native Americans and white settlers have left behind their homelands • However, Native Americans get their land for free, while white settlers have to pay • Native Americans get their moving expenses paid for, but white settlers have to pay themselves • Native Americans get their first year free, while the white settlers have to pay themselves

How Native Americans will be affected?	How will White Settlers be affected?	How does this connect both groups?

Question 3

Question #3	What does Jackson's choices of words to describe the Native Americans reveal about his attitude towards the Native Americans?	
Standard(s) covered:	RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	
	Example response that meets standard	Look-fors
	Jackson uses a lot of different words to describe the Native Americans. Jackson describes the Native Americans as "savage hunters," which seems like a rude way to describe a group of people. Jackson also calls the Native Americans "red men," which sounds offensive, but then he also calls United States citizens "white." Worst of all, Jackson keeps referring to the "removal" of Indians as if they were trash instead of using a nicer word like the moving of Indians or the relocation of Indians. From all of these examples, it seems that Jackson thinks the Native Americans are a problem that needs to be removed.	<ul style="list-style-type: none"> • Uses specific adjectives and nouns from the text to describe the Native Americans • Explains meaning of words and phrases using context. • Formulates a claim about Jackson's attitude towards the Native Americans
If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:		
Objective	In this lesson you will learn to determine the meaning of words and phrases by analyzing the impact of the word choices.	
Prior knowledge to review	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Students must understand the central idea.	
Steps to achieve objective	Think aloud for direct instruction	
1) Reread the text and highlight descriptions	<ul style="list-style-type: none"> • So the question is asking me how Jackson describes Native Americans • Well since the whole speech is from Jackson, I can just look at all of the text to find out how Jackson describes them • I'm going to start with the first paragraph. I'm going to go through the text, starting from the very beginning, and highlight whenever Jackson specifically describes Native Americans." • For example, in the first paragraph, Jackson keeps saying that Indians are going to be removed. • Since this is describing an action that is happening to the Indians, I'm going to highlight this. • REPEAT FOR THE REST OF THE PARAGRAPHS 	

<p>2) Ask, “What are the connotations of the description?”</p>	<ul style="list-style-type: none"> • Now that I’ve got a nice colorful page of highlighting where Jackson describes the Native Americans, I need to figure out exactly what Jackson is talking about. • I’ll start by going through each of the word choices Jackson uses to describe them that I’ve already highlighted • We already picked out that Jackson says the Indians are going to be removed • When I hear the word removed, it definitely sounds like it’s a bad thing. There are so many better words Jackson could use than removed, especially when we’re talking about human beings • You know what, it would probably be easier if we just make a list of what our highlighted descriptions means, so we don't have to keep going back and forth • I'm going to make a two-column chart. On one side I'll put highlighted description of Native Americans and on the other side I'll put what does that mean in my own words. • This way, all the information will be right in front of my face rather than searching through all highlighted text and trying to remember what the highlighted phrase means all at once. <p>REPEAT FOR THE REST OF THE HIGHLIGHTED PHRASES</p>
<p>3) Ask yourself, “how does the author’s word choices affect the interpretation of the text?”</p>	<ul style="list-style-type: none"> • Well now that I've gone compiled my list, I need to put all the ideas together to make a claim about Jackson's attitude toward the Native Americans. • Let's take a look at that first highlighted phrase. Jackson keeps referring to the Native Americans being removed. I usually hear that term removed being used in a negative way. Like at lunch when the teachers say remove all the trash from the floor. Or when someone is being disrespectful in class, the teacher has to "remove" them. • It sounds as if Jackson is trying to say that the Indians are a problem and need to be removed. • It looks like I've got the start of a claim, that Jackson thinks the Native Americans are a problem... • I’ll check the rest of my list and see how else Jackson describes Native Americans and see if it matches this claim. <p>REPEAT FOR THE REST OF THE HIGHLIGHTED PHRASES</p>

<p>Extension and practice</p>	
<ul style="list-style-type: none"> • If students are having difficulty evaluating the specific word choices as they are in the text, have them make a 3 column chart and list all of the various ways Jackson describes the Native Americans in the text in the left most column. Then have the students write in the middle column whether the way Jackson describes Native Americans is positive or negative. Then in the right column, have them explain why it is either positive or negative. • If students are having difficulty using the context of the article to define the words, then have the students use word associations to figure out the word include prefixes, suffixes, and root words. If the student is still having difficulty, then have them look the word up online and replacing the unknown word with the definition they just looked up. If the sentence works with the replaced definition then it is probably the correct context for the word, if not then try again with another meaning of the word. 	

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction text in order to determine the meaning of words and phrases used in the text by examining figuratively, connotatively, and technical meanings in the text.
RI.6.4

See more examples of how to teach how to determine the meaning of words and phrases used in the text by examining figuratively, connotatively, and technical meanings in the text. RI.6.4

Objective: In this lesson you will learn to determine the meaning of words and phrases by analyzing the impact of the word choices.

- 1) Reread the text and highlight descriptions
- 2) Use the context of the article to define the words
- 3) Ask yourself, "how does the author's description of a subject affect your interpretation of the text?"

[Determine the meaning of words by comparing denotative and connotative meanings](#)

Highlighted Description of Native Americans	What does that mean in my own words?
<ul style="list-style-type: none"> • “Removal of the Indians beyond the white settlements” • “A few savage hunters” • “rude Institutions” • “cast off their savage habits” • “red men” 	<ul style="list-style-type: none"> • Jackson wants to forcibly move the Indians even though they don’t want to go • Jackson is calling the Native Americans violent and brutal people • Jackson is calling their way of life rude or worse than white people’s • Again with that word savage, like they’re violent • Is it wrong to call them a color?

Question 4

Question #4	How does Jackson convey his point of view that the white man is superior to Native Americans throughout the speech?
Standard(s) covered:	RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Example response that meets standard	Look-fors
<p>Jackson’s speech “On Indian removal” clearly shows that he believes the white man is better than Native Americans. Throughout Jackson’s speech, he calls the Native Americans by names such as “savage hunters,” “savages,” and “red men.” These terms make it seem that Jackson and the “white men” are civilized and better than the wild Indian “savages.” Also Jackson refers to the Indians’ way of life as “rude institutions” and hopes, with the United States guidance, the Indians will “cast off their savage habits and become an interesting, civilized, and Christian community.” Jackson believes that without the Christian religion the Indians are clearly below the white men. Furthermore, Jackson believes that since the United States has create such a wonderful country “studded with cities, towns, and prosperous farms,” this makes the United States better the natural forest of the Indians homes. Additionally, Jackson compares the removal of Indians to the white settlers to show that while the white settlers jump at the opportunity to explore new territories to make their lives better, the Indians would rather stay behind and decay. Jackson consistently demonstrates throughout his speech that the white man is superior to Native Americans.</p>	<ul style="list-style-type: none"> • Response critically evaluates Jackson’s word choices and tone • Response compares how the white settlers are described versus the Native Americans

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to determine the author’s point of view by comparing how two subjects are described in the text.
Prior knowledge to review	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Understand the central idea of the text.

Steps to achieve objective	Think aloud for direct instruction
1) Reread the text and highlight descriptions for the first subject	<ul style="list-style-type: none"> • So the question is asking me why Jackson believes the white man is superior to the Native Americans. • Since it's asking me about two different subjects, I should evaluate how Jackson describes both Native Americans and the white man. • Let's start by highlighting anywhere Jackson describes Native Americans. Remember I'm not highlighting whenever Jackson talks about Native Americans, just when Jackson describes their lifestyle. • I'm going to go through each paragraph and just highlight whenever Jackson describes Native Americans (see question 3 for examples). • Once I've gone through each paragraph, I've got to determine how Jackson's word choices show his feelings toward each group. • For example, Jackson describes the Native Americans as savage hunters and that their way of life is backwards. • Personally, I think that sounds a bit harsh. Why would anyone be so mean to an entire group of people?
2) Reread the text and highlight descriptions for the second subject	<ul style="list-style-type: none"> • Now let's do the same thing except this time for white settlers. • I'm going to highlight wherever Jackson describes the lifestyle of the white man. • For example the entire third paragraph seems to describe how great the white man's lives are with "cities, towns, and prosperous farms...occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization, and religion." • I'm going to go through the rest of the speech and find examples like this where Jackson talks about the lifestyle of the white man.
3) Compare how the subjects are described in the text	<ul style="list-style-type: none"> • Well it appears that Jackson has two very different viewpoints on the lifestyles of the Native Americans and white man. • I should ask myself, "How does Jackson's description of Native Americans show his feelings towards them?" • Well, Jackson describes the Native Americans as savages who would rather live in the woods than the great cities of the United States. • While on the other hand, Jackson continually complements not only the present day white settlers, but also the white ancestors who were more willing to go to new lands than the Native Americans. • I should ask myself, "How does Jackson's description of white settlers show his feelings towards them?" • Well, from the language and word choices Jackson uses, it seems that he thinks the white man is superior to Native Americans.

Extension and practice

- If students are having difficulty evaluating the specific word choices as they are in the text, have them make a 3 column chart and list all of the various ways Jackson describes the Native Americans in the text in the left most column. Then have the students write in the middle column whether the way Jackson describes Native Americans is positive or negative. Then in the right column, have them explain why it is either positive or negative. Repeat this process for white settlers.
- If students are having difficulty finding specific quotes to support the claim, break the students up into pairs. Have one student look for a quote where Jackson talks positively about the white man’s lifestyle. Have the student share it with their partners using the sentence stem, “The author says (then fill in the quote the student found). This shows me that Jackson thinks the white man is superior because _____.” Share these sentences out as a class.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to nonfiction in order to determine the author’s point of view. RI.6.6

See more examples of how to teach determining the author’s point of view.
RI.6.6

Objective: In this lesson you will learn how to determine the author’s point of view in a text by comparing how two subjects are described in the text.

- 1) Reread the text and highlight descriptions for the first subject
- 2) Reread the text and highlight descriptions for the second subject
- 3) Compare how the subjects are described in the text

[Evaluate-an-argument-by-examining-support-provided-in-the-text](#)