

Andrew Jackson's Message to Congress on Indian Removal

by Tim Bailey

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ resources, designed to align to the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original materials of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary sources.

Over the course of five lessons the students will analyze and assess the text of President Andrew Jackson's Message to Congress concerning the Indian Removal Act (also known as the Indian Resettlement Act) of 1830. They will "read like a detective" to discover, explain, and evaluate the meaning and importance of President Jackson's Message to Congress by acquiring a proficient understanding of what is explicitly stated, drawing logical inferences, and demonstrating these skills by writing succinct summaries and then restating the summaries in their own words. As a closure and summary activity, the students will also compose an analytical essay that assesses President Jackson's arguments and conclusions supported by evidence from the text.

UNIT OBJECTIVES

Students will be able to

- Close-read informational text proficiently
- Identify and explain the meaning of key words and important phrases in a primary source text
- Explain and summarize the meaning of the text, on both literal and inferential levels, through the proficient completion of four summary organizers
- Develop and draw conclusions based on textual evidence in the document
- Write an analytical essay that explains and evaluates the evidence in the primary source text
- Collaborate effectively with classmates regarding analysis and assessment of an author's arguments and viewpoints

ESSENTIAL QUESTION

Was President Andrew Jackson's Indian removal and resettlement policy motivated primarily by humanitarian or racist impulses?

NUMBER OF CLASS PERIODS: 5

While the unit is intended to flow over a five-day period, it is possible to complete the material in less time. For example, the first two days can be used to ensure understanding of the process by having

Lessons 1 and 2 completed in class. You can then assign Lessons 3 and 4 as homework. The persuasive (argumentative) essay would then be written in class on the third day.

GRADE LEVEL(S): 6–12

COMMON CORE STATE STANDARDS

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

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

HISTORICAL BACKGROUND

The Indian removal and resettlement policy began with Thomas Jefferson and developed with sectional tensions between the North and South and westward expansion as the 19th century unfolded. In 1776, Jefferson recommended to a Virginia planter and judge, Edward Pendleton, that the Cherokees, who had recently attacked white settlers, "be driven beyond the Mississippi." After his presidential election in 1800, Jefferson continued to promulgate the idea that eastern Native American tribes should be relocated west of the Mississippi River to promote more peaceful white settlement and to protect Native Americans from dishonest and greedy American traders.

A few months before the Louisiana Purchase (1803), President Jefferson signed the Compact of 1802 in which the US government paid the state of Georgia \$1.25 million dollars for its central and western territorial claims between the Chattahoochee and Mississippi Rivers (which later became the states of Alabama in 1819 and Mississippi in 1817) in return "for the extinguishment of the Indian title to all lands within the state of Georgia. . . . peaceably . . . [and on] reasonable terms." The agreement changed the primary objective of US Indian policy from "accelerated assimilation" in the East to removal and resettlement of the eastern tribes from their homelands to lands west of the Mississippi River.

After the War of 1812, the state of Georgia pursued its land claims. The quandary for the federal government was how to fulfill the provisions of the Compact of 1802 “peaceably,” in a “reasonable” manner, and get the consent of the Native American tribes.

Andrew Jackson’s election to the presidency in 1828 was a turning point that accelerated the federal government’s Indian removal policy. Jackson believed that the presence of Native American tribes in the eastern and southern regions of the United States limited the opportunities of white Americans to develop valuable farm land and thereby inhibited the economic expansion of the nation. Moreover, he thought that the removal of Native Americans to lands west of the Mississippi would strengthen the economic and national security of the United States. To avoid competition and conflict with white Americans for land ownership, President Jackson declared that the most effective and humane solution would be to compel Native American tribes to move “peaceably” west of the Mississippi. In short, Jackson contended that the federal government should legislate, rather than negotiate.

In 1830, Congress enacted and President Jackson supported the Indian Removal Act (also known as the Indian Resettlement Act), which authorized the president to pursue a policy of Indian removal. Over the next several years, more than ninety removal treaties were negotiated with Indian tribes to resettle in the “Indian Territory” (present-day Oklahoma).

While some tribes reluctantly reached agreements and resettled in the West, other tribes, like the Cherokee Nation, resisted and fought legally and physically to protect their traditional homelands from incursion by the state of Georgia. In 1832, in the case of *Worcester v. Georgia*, the Supreme Court upheld the sovereignty status of the Cherokee Nation and ruled that the federal government, not the states, had jurisdiction over Indian territories. President Jackson disagreed with the Supreme Court’s decision and reportedly stated, “The Chief Justice has made his ruling; now let him enforce it.”

Subsequently, a division developed within the Cherokee Nation over whether to comply or continue to resist removal. In 1835, a minority, led by Major Ridge and Elias Boudinot, signed the Treaty of New Echota without the sanction of Principal Chief John Ross and the Cherokee national council. The treaty authorized a territorial exchange of Cherokee homelands in Georgia for parcels of land in the Indian Territory with the promise of \$5 million dollar in compensation to the Cherokees. It was stipulated that relocation would occur in two years. The United States also recognized the political autonomy of this new settlement and promised to protect the Cherokee tribe from any future incursions.

Chief John Ross protested against this treaty with a petition bearing 16,000 Cherokee signatures, but to no avail. The US Senate ratified the Treaty of New Echota and in 1838, President Martin Van Buren ordered the US Army to round up the residents of the Cherokee Nation and escort them, forcibly if necessary, westward to Indian Territory. More than 15,000 Cherokees, led by Chief John Ross, began this trek of 800 miles. Historians have estimated that 4,000 to 5,000 Cherokees perished from disease, fatigue, and starvation on this “trail where they cried.” This terrible and tragic experience of the Cherokee Nation has been called the “Trail of Tears.”

LESSON 1

OVERVIEW

In this lesson the students will do a close reading of the first section of President Andrew Jackson's message to Congress concerning the Indian Removal Act of 1830, part of his second annual message to Congress, in December 1830. The students will have the opportunity to draw conclusions about President Jackson's words and ideas as expressed in this document. In Lesson 1 the learning activities will be facilitated as a whole-class lesson.

OBJECTIVES

Students will be able to

- Close-read informational text proficiently ("like a detective")
- Identify and explain the meaning of "key words" and important phrases in the primary source text
- Explain and summarize the meaning of the text, on both literal and inferential levels, through the proficient completion of the summary organizer
- Develop and draw conclusions based on the textual evidence in the document
- Collaborate effectively with classmates

MATERIALS

- President Andrew Jackson "On Indian Removal" from the 1830 Annual Message to Congress. Source: "Transcript of President Andrew Jackson's Message to Congress 'On Indian Removal' (1830)," 100 Milestone Documents, Our Documents, <http://www.ourdocuments.gov/doc.php?flash=true&doc=25&page=transcript>
- Summary Organizer #1
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Distribute copies of President Andrew Jackson's message to Congress concerning the Indian Removal Act of 1830, and ask the students to read it silently to themselves. Resist providing extensive historical background at this point as the goal is for the students to develop ideas and draw conclusions based solely on Jackson's words.
2. "Share read" the document with the students. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).

3. Explain that the students will learn how to do in-depth analysis for themselves by reading, understanding, and summarizing President Jackson’s views “On Indian Removal” from his 1830 Annual Message to Congress. In this first lesson, the whole class will work together to summarize the first selection from the text.
4. Distribute copies of Summary Organizer #1 and display it in a format large enough for the whole class to see. This worksheet contains the first section of President Jackson’s message on Indian removal.
5. Describe the process for the class: The first objective is to select “Key Words” from the text and use those words to create a summary sentence that gets at the gist of what Jackson wrote in the first section of the document.
6. Guidelines for Selecting the Key Words: Key Words are important contributors to understanding the text. They are usually nouns or verbs. Advise students not to pick “connector” words (*are, is, the, and, so, etc.*). The number of key words depends on the length of the paragraph. This selection is 155 words; therefore, students should select 7 to 8 key words from the reading excerpt. Since the students must know the meaning of the words they choose, you will have opportunities to teach students how to use context clues, word analysis, and dictionary skills to discover word meanings.
7. The students should now select 7 to 8 words from the text that they believe are key words, and write them in the Key Words section of the organizer.
8. Survey the class to find out what the most popular choices were. You can write them down and have the class discuss the options and vote on the final choice, based on guidance from you. For example, the class could select the following words: *announce, benevolent policy* (two words can occasionally be allowed when they represent a single idea), *removal, Indians, advantages, United States, danger, and savage hunters*. Now, no matter which words the students had previously selected, have them write the words agreed upon by the class or chosen by you into the Key Words section.
9. Explain to the class that they will use these key words to write a sentence that summarizes the meaning of the first section of President Andrew Jackson message on Indian removal. This summary sentence should be developed through a whole-class process of discussion and negotiation. For example, “I would like to announce a benevolent policy for the removal of the Indians with advantages for the United States and the savage hunters.” The students might decide they don’t need some of the words to make the sentence even more streamlined. This is part of the negotiation process. The students will copy the final negotiated sentence into their organizer.
10. Guide the students in restating the summary sentence in their own words, not having to use the key words from the text. Again, this is a class negotiation process. For example, “I want to talk about a way to move the Indians that’s good for us and them.” This new “in your own words” sentence should be copied into the appropriate section of the organizer.
11. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

LESSON 2

OVERVIEW

In this lesson the students will do a close reading of the second section of President Andrew Jackson's message to Congress concerning the Indian Removal Act of 1830. Through reading and analyzing the original text, the students will know what is explicitly stated, draw logical inferences, and demonstrate these skills by writing a succinct summary and then restating that summary in their own words. In this lesson the students will work with partners and in small groups.

OBJECTIVES

Students will be able to

- Close-read informational text proficiently
- Identify and explain the meaning of "key words" and important phrases in the primary source text
- Explain and summarize the meaning of the text, on both literal and inferential levels, through the proficient completion of the summary organizer
- Develop and draw conclusions based on the textual evidence in the document
- Collaborate effectively with classmates

MATERIALS

Summary Organizer #2

PROCEDURE

1. Lead a discussion of what the class learned in the previous lesson and what they decided was the gist of the first selection from President Jackson's message on Indian removal. Explain that they will be continuing with the second section of President Jackson's message on Indian removal with partners and in small groups.
2. Distribute Summary Organizer #2, with the second selection from Jackson's message on Indian removal, and share read the text with the class as described in Lesson 1.
3. Review the procedure from Lesson 1, reminding students that they will select key words from the text, use the Key Words to summarize the text, and then restate the summary in their own words. Because this paragraph is longer (207 words), the students should select 9–10 key words.
4. The students should now be placed with partners to negotiate the selection of key words. After the students in each pair have decided on their 9–10 key words, they should write those words in the Key Words section of the organizers.
5. Now put each pair of students into a group of four. Be strategic in how the groups are formed in order to ensure active participation by all group members. These groups should then repeat the

same negotiation process to finalize their selection of 9–10 key words. Circulate to ensure that all groups are negotiating successfully and appropriately choosing words.

6. Each group will use the selected key words to build a sentence that summarizes Jackson’s message in this part of the text. Circulate among the groups to monitor their progress and to make sure that all students are contributing to this learning activity.
7. Ask the groups to share out their summary sentences. This should serve as a catalyst for a discussion that will provide evaluative feedback on two important matters: How successful were the students in ascertaining President Jackson’s main idea(s)? How careful were the students to use Jackson’s key words in the summary?
8. Each group will now restate the summary sentence in their own words. Again, this is a group negotiation process. After they have decided on a sentence, they should write the final version into their organizers.
9. Have the groups share out and discuss the clarity and quality of the restatements.
10. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

LESSON 3

OVERVIEW

In this lesson the students will do a close reading of the third section of President Andrew Jackson's message to Congress concerning the Indian Removal Act of 1830. Through reading and analyzing the original text, the students will know what is explicitly stated, draw logical inferences, and demonstrate these skills by writing a succinct summary and then restating that summary in their own words. In this lesson the students will work individually unless you believe they need another day of support from a partner or small group.

OBJECTIVES

Students will be able to

- Close-read informational text proficiently
- Identify and explain the meaning of "key words" and important phrases in the primary source text
- Explain and summarize the meaning of the text, on both literal and inferential levels, through the proficient completion of the summary organizer
- Develop and draw conclusions based on the textual evidence in the document
- Collaborate effectively with classmates

MATERIALS

- Summary Organizer #3

PROCEDURE

1. Discuss the text summaries the students came up with for the first and second sections of the text in the previous lessons.
2. Hand out Summary Organizer #3, which contains the third selection from President Jackson's message on Indian removal, and share read the text with the students as described in Lesson 1.
3. Review the process of selecting key words, writing a summary using those key words, and then restating the summary in their own words. Tell the students that they will be working independently on this part of the text.
4. Because this paragraph is 220 words, the students can pick 10 key words. After choosing their words, they will write them in the Key Words section of their organizer.
5. Using these key words, the students will build a sentence that summarizes the third selection from the text. They should write their summary sentences into their organizers.
6. The students will now restate the summary sentence in their own words and write it into their organizer.
7. Have the students share out their restated summaries and discuss the clarity and quality of the different interpretations of Jackson's views on Indian removal.

8. Wrap-up: Discuss vocabulary that the students found confusing or difficult; the students can record these words and their meaning on the back of the organizer or a separate vocabulary form.

LESSON 4

OVERVIEW

In this lesson the students will do a close reading of the fourth section of President Andrew Jackson's message to Congress concerning the Indian Removal Act of 1830. Through reading and analyzing the original text, the students will know what is explicitly stated, draw logical inferences, and demonstrate these skills by writing a succinct summary and then restating that summary in their own words. In this lesson the students will work individually.

OBJECTIVES

Students will be able to

- Close-read informational text proficiently
- Identify and explain the meaning of "key words" and important phrases in the primary source text
- Explain and summarize the meaning of the text, on both literal and inferential levels, through the proficient completion of the summary organizer
- Develop and draw conclusions based on the textual evidence in the document
- Collaborate effectively with classmates

MATERIALS

- Summary Organizer #4

PROCEDURE

1. Discuss the text summaries the students came up with for the first, second, and third sections of the text in the previous lessons.
2. Hand out Summary Organizer #4, which contains the fourth selection from President Jackson's message on Indian removal, and share read the text with the students as described in Lesson 1.
3. Review the process of selecting key words, writing a summary using those key words, and then restating the summary in their own words. Tell the students that they will be working on their own again to summarize this part of the text.
4. Because this paragraph is 227 words, the students can pick 10 key words. After choosing their words, they will write them in the Key Words section of their organizers.
5. Using these key words, the students will build a sentence that summarizes the fourth selection from the text. They should write their summary sentences into their organizers.
6. The students will now restate the summary sentence in their own words and write it in their organizers.
7. Have the students share out their restated summaries and discuss the clarity and quality of the different interpretations of Jackson's views on Indian removal.
8. Wrap-up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or a separate vocabulary form.

LESSON 5

OVERVIEW

This lesson has two objectives. First, the students will synthesize the work of the last four lessons and demonstrate that they understand President Andrew Jackson's Message to Congress concerning the Indian Removal Act of 1830. Second, the students will answer a question in a short persuasive or argumentative essay that requires them to make inferences from the text and support their conclusions with explicit information from the text.

OBJECTIVES

Students will be able to

1. Synthesize their work of the last four days and demonstrate their understanding of the main concepts and ideas in the text
2. Write a short analytical essay in response to a prompt using evidence from the text

MATERIALS

- Transcript of President Andrew Jackson's Message to Congress "On Indian Removal" (1830)
- Summary Organizers #1–#4 from the previous lessons
- Overhead projector, Elmo projector, or similar device

PROCEDURE

1. Distribute President Jackson's Message to Congress "On Indian Removal" and ask the students to read it silently to themselves.
2. Ask the students for their best summary of selection one. This is done as a class discussion. You may write this short sentence on the overhead or similar device. The same procedure is used for selections two, three, and four. When you are finished, the students should have a summary of President Jackson's Message to Congress "On Indian Removal" in a few sentences to help them organize their essay.
9. Each student will write a short persuasive or argumentative essay addressing one of the prompts below. If the students are not familiar with writing an argumentative essay, you can lead a short lesson on the process, and then assign the essay for homework or for the next lesson. Remind the students that any arguments they make must be backed up with words taken directly from President Andrew Jackson's Message to Congress. The first prompt is designed to be the easiest.

Prompts

1. What arguments does President Jackson present to support the Indian Removal Act of 1830?
2. President Andrew Jackson argues that this policy (Indian removal and resettlement) will be good for the American Indians. Explain how Jackson presents and defends this argument.

3. Is the Indian Removal Act of 1830 government-sponsored racism? Use President Jackson's own words and statements to support your argument and viewpoint.

SUMMARY AND/OR APPLICATION ACTIVITY (OPTIONAL)

As a final summary, closure, and/or application activity for this unit on President Andrew Jackson's Message to Congress concerning the Indian Removal Act of 1830, the students could complete an exit card assessment of the Essential Question: "Was President Andrew Jackson's Indian removal and resettlement policy motivated primarily by humanitarian or racist impulses?" The students would write a brief persuasive essay to this prompt and support their position with evidence from the text of this document as well as information and insights that they have learned from the instructional activities in this unit. The essay could be completed in class or as a homework assignment. Students should also be encouraged to share their essay responses with their classmates as a springboard for further class discussion.

President Andrew Jackson “On Indian Removal” from the 1830 Annual Message to Congress

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. 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. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind, developing the power and facilities of man in their highest perfection. These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from

the moment of their arrival. Can it be cruel in this Government when, by events which it can not control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode?

How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

Summary Organizer #1

Original Text:

It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters.

Key Words:

Summary:

In Your Own Words:

Summary Organizer #2

Original Text:

By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community. What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

Key Words:

Summary:

In Your Own Words:

Summary Organizer #3

Original Text:

The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. 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. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind, developing the power and facilities of man in their highest perfection.

Key Words:

Summary:

In Your Own Words:

Summary Organizer #4***Original Text:***

These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this Government when, by events which it can not control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode?

How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.

Key Words:

Summary:

In Your Own Words:
