



Learning Project 4 Reading a Long Passage: Social Studies

Inquiry Activity 4-3: Building on the Knowledge

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Item 13 Social Studies PA)

In this Inquiry Activity, learners will read an additional commentary that adds to the longer passage addressed in IAs 4-1 and 4-2. The topic is the moving of Indians to the unsettled West, so it builds upon the Cherokee passage. This speaker is different, and his point will need the background from the first passage.

Look over the passage. What are you being asked to read?

Have you seen passages like this before?

How does it appear? Is there anything in the text that will help you understand what it is about?

The quotation marks and ellipses (...) show that this is an abbreviated quotation.

What will you have to do in order to be successful in this Activity?

13. “It is presumed that humanity dictated the original policy of the removal and concentration of the Indians in the West to save them from extinction. But today, by reason of the immense growth of the American population...the Indian races are more seriously threatened with a speedy extermination than ever before...”

— Donehogawa, first Native American Commissioner of Indian Affairs, 1870

Donehogawa’s 1870 statement supports which conclusion regarding the history of the Cherokee people?

- (1) The Cherokee culture and economy were similar to those of most other Native American groups.
- (2) Andrew Jackson’s decisions protected the Cherokee people from danger.
- (3) Cherokee conflicts with the U.S. policies were similar to the experience of other Native American groups.
- (4) Other Native American nations shared their desire for U. S. Statehood.
- (5) The U.S. government supported the desire of the Cherokees to keep their land and laws.

Where have you seen passages like this before?

What words or symbols might be important to understand in order to answer the questions?

Is there anything in this passage that you do not understand?

You may find that focusing on the irony of Donehogawa’s opening statement could spark a lively discussion.

2. Becoming Familiar with the Problem

Ask yourself questions like the following. You should pay attention to those that were helpful, so you can use them again.

What information do you already have from your experience or reading that will help you understand this passage?



Does the passage make sense to you?

Do you have an interest in the history of the Native American people in our country?

Read the question. What are you being asked to find out?

3. Planning, Assigning, and Performing Tasks

Planning: *You may decide to work alone, with a partner, or in a group to do this activity.*

Assigning: *Decide who will read the information and who will lead the discussion of what is in the passage.*

Doing the Work: *As you read the passage, consider these strategies:*

Clarify: *Find and mark any words you might not know. See if the passage gives enough information to clarify the meaning of the words. If not, use other resources to find the meaning.*

What information does the passage provide that can answer the questions for each problem? What information do you have from the previous passage that clarifies the passage in this Inquiry Activity?

Find your answer to the question.

Donehogawa was careful in how he positioned his message, but the answer is (3) Cherokee conflicts with the U.S. policies were similar to the experiences of other Native American groups. Choices (2) and (5) are contradicted by the passages. The discussion is not about culture, making choice (1) wrong, and there is no information about other nations wishing to become states (4).

Be able to defend your answer and the way that you found it.

It might be a good time to remind learners and test takers that all the correct answers to a group of questions around a single topic will be congruent. This answer therefore should agree in tone and topic with those of the other three questions in this group.

4. Sharing with Others

Telling people what you know helps you to understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.

Small groups: *Compare the answer you found with the others in the group. Explain the support for your answer from the passage.*

Whole class: *Share with the whole class the steps you used to answer the question. Take notes on any different ways of answering the question the other groups gave.*

5. Reflecting, Extending, Evaluating

Reflecting: **Think about what you have learned**

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

- 1. What did you learn from the first questions in this Learning Project that helped you with this one?*
- 2. Was this an easy or hard question for you to answer? Explain.*
- 3. The passages in this LP have no bold type, headings, or even titles. Did that make the reading more difficult for you? Explain.*



Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

1. *Write a letter to the editor giving your opinion of the treatment of the Native Americans by the U. S. governmental policies of the 19th Century.*
2. *Find another reading, either in a passage or book, which tells of other Native American problems with U. S. policy.*

One very well-known passage is the address of Chief Joseph of the Nez Perce. It is often referenced by the closing lines of his statement, “I will fight no more forever.”

3. *Find on a map the locations of Indian reservations. Why do you think that most of them are concentrated in one part of the state?*

A map of Virginia, with the Commonwealth’s Native American tribes’ names and locations is included in Appendix B. You might want to note that Virginia tribal properties have not achieved federal recognition.

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented here.

1. *What parts of the activity worked best for you? Why?*
2. *What parts did not work well for you? Explain.*
3. *What ideas presented here will you use when taking the GED test? Why?*
4. *How does following this 5-step format make you feel?*