

Name:

Date:

Hour:

## Chapter 10 Section 3: Indian Removal

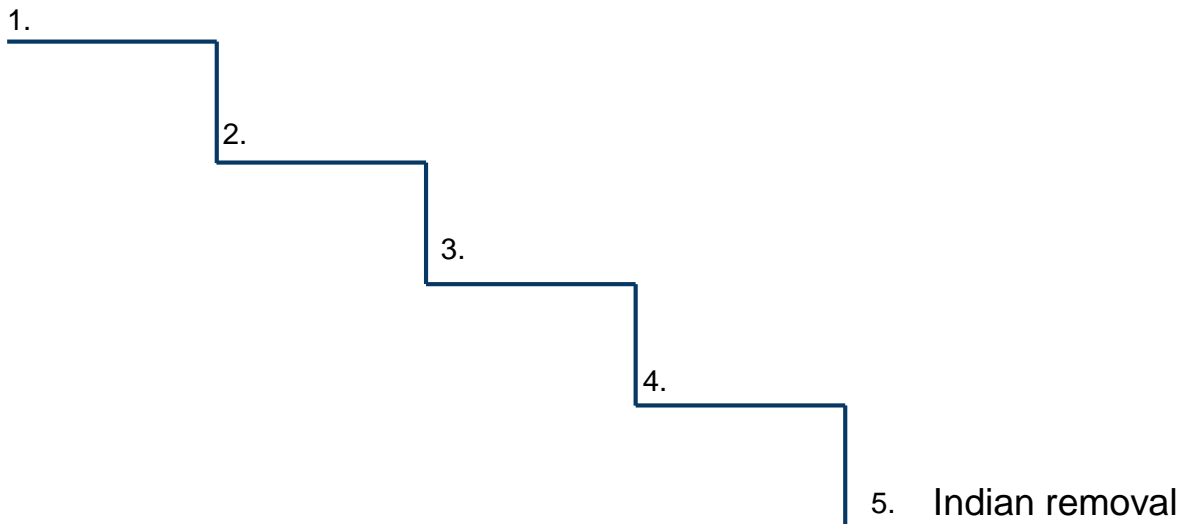
(p. 332-337)

### ***Guided Reading***

**Directions:** Complete the following worksheet during and after reading the section in the textbook. To complete this worksheet outside of class visit the textbook website at [www.waverlyhistory8.weebly.com](http://www.waverlyhistory8.weebly.com)

**Summary:** President Jackson supported a policy of Indian Removal.

**Taking Notes:** As you read, use the diagram below to show the steps Andrew Jackson and the U.S. government took toward Indian removal.



### **Assessment Questions (p. 335)**

#### **Reviewing Ideas, Terms, and People**

1. Answer each question
  - a. **Identify** What Native American groups were affected by the **Indian Removal Act**? Where were they relocated?
  - b. **Explain** Why did government officials want to relocate Native Americans to the West?
  - c. **Predict** What are some possible effects that the Indian Removal Act might have on Native Americans already living in the West?

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2. Answer each question

a. **Identify** What was the **Trail of Tears**?

b. **Analyze** Why did the state of Georgia want to relocate the Cherokee, and what did the Cherokee do in response?

c. **Elaborate** What do you think of President Jackson's refusal to enforce the ***Worcester v. Georgia*** ruling?

3. Answer each question

a. **Describe** What led to the Second Seminole War?

b. **Compare and Contrast** How were the Seminole and the Sauk resistance efforts similar and different?

4. **Critical Thinking: Comparing and Contrasting** Review your notes on Indian removal. Then fill in the interactive graphic organizer to identify the Native American groups and their responses to removal.

Native American Group	Response to Removal