

Title of Lesson: *Jacksonian Democracy and Indian Removal*
(Suggested grade level: 10)

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Background Information:

The teacher should read the attached “Teacher Reference Page” for review.

The teacher should preview the Andrew Jackson video located at <http://www.history.com/topics/andrew-jackson/videos#jackson>, and select portions for student viewing.

The teacher should preview Jackson’s [“Message to Congress on Indian Removal”](#) and select portions to share with students.

The following links will provide background information and additional lessons for teachers on the Creek War of 1813-1814:

- <http://www.encyclopediaofalabama.org/face/Article.jsp?id=h-1820>
- <http://www.archives.alabama.gov/timeline/index.html>
- <http://www.archives.alabama.gov/teacher/creekwar/creek.html>

Overview of lesson: This lesson is an introduction to the presidency of Andrew Jackson, including a short biographical overview of his life. Jackson will be compared to previous presidents and studied in the context of a growing nation in the 1820s. Topics in this lesson include early life and career, the election of 1828, early events of his presidency and the Indian Removal Act of 1830. Activities include an initiating activity with discussion, lecture with video clips, group analysis, and discussion of primary source documents concerning the Indian Removal Act and opposing viewpoints to this legislation. Students will debate the issue of Indian removal and its effects on various groups.

Content Standards

[*Alabama Course of Study: Social Studies*](#) (Bulletin 2004, No. 18)

Tenth Grade: Standard 7, p. 72

Tenth Grade: Standard 9, p. 73

[*Social Studies Item Specifications for the Alabama High School Graduation Exam*](#)

(Bulletin 2000, No. 49)

Standard III – 2: Identify and evaluate the Era of Expansion.

National Standards for History, 1996

Standards in History for Grades 5-12 (p. 91)

Era 4, Expansion and Reform (1801-1861)

- Standard 1B– The student understands federal and state Indian policy and the strategies for survival forged by American Indians.

National Council for the Social Studies, 1994

Standard VI: Power, Authority, and Governance – High School, p. 127

- b. explain the purpose of government and analyze how its powers are acquired, used, and justified
- f. analyze and evaluate conditions, action, and motivations that contribute to conflict and cooperation within and among nations

Primary Learning Objective(s):

The student will be able to:

- Describe major events and legislation of the early Jackson presidency.
- Analyze his early life as well as his first term as president.
- Discuss controversial decisions made regarding his cabinet and American Indians.
- Analyze primary source documents concerning American Indians and Indian removal.

Additional Learning Objective(s):

The student will be able to:

- Examine Jackson's role as a leader of the common man who becomes a powerful president.
- Determine the role of Andrew Jackson in increasing the power of the federal government during his administration.

Time allotted: 90 minutes

Materials and Equipment:

- Copies of document packet for class (Attached and hyperlinked below.)
 - Document A: [Journal of Peggy Dow](#)
(*NOTE: The first document is included because it provides a description of the Creek Indians from the perspective of a white settler.)
 - Document B: [Letter from Alabama Governor Clement Clay to J. W. Sanford & Company in Tuskegee, AL who were emigrating agents for Creek Indians](#)
 - Document C: [Letter from Cherokee Chiefs to Alabama Governor Clement Clay](#)
 - Document D: [Letter from Governor John Gayle, appointing two unnamed men as agents to investigate recent charges against the Indians in the state](#) (Transcription is included)
- PowerPoint "[Andrew Jackson and the Rise of the Common Man](#)"
- Teacher Reference Page (attached)
- Copy of the National Archives [Document Analysis Worksheet](#)
- Social studies notebook

Background/Preparation:

The student should be familiar with:

- War of 1812 and Jackson's role – Battle of Horseshoe Bend and Battle of New Orleans

- Alabama Statehood and American Indian Tribes in Alabama – Creek, Cherokee, Chickasaw, Choctaw
- Growth of Alabama – new settlers (Alabama Fever) and conflicts with American Indians over land
- Election of 1824 – Corrupt Bargain

Procedures/Activities:

Engagement/Motivation Activity:

The teacher will ask, “From what you already know about Andrew Jackson, explain how he fits into the image of an American president.” Then the teacher will show them a famous primary source, a political cartoon of Jackson from this era, “King Andrew” on the attached *PowerPoint*, [“Andrew Jackson and the Rise of the Common Man”](#) (slide two). The teacher will ask:

- “Why is this title ironic for the ‘Father of the Common Man’ image of Jackson?”
- “What events will occur in his first term in office to warrant this new image?”

The students will then be asked to consider the first six presidents and review their commonalities and differences. Their pictures are on slide three of the *PowerPoint*.

Step 1	The teacher will show PowerPoint slides four through nine. Then the teacher will show the previously selected parts from the Andrew Jackson video . The teacher will ask, “What major obstacles did Andrew Jackson face in his early life?” The teacher will lead a discussion on how Jackson’s life experiences might influence his decisions later as president.
Step 2	The teacher will show slides ten and eleven and review the election of 1824 and Jackson’s anger at Henry Clay and John Q. Adams when leaving Washington, D.C., after that election.
Step 3	Interactive map activity –The teacher will open http://www.bedfordstmartins.com/history/modules/mod09/imap.htm . This is a Web site which presents an overview of voting patterns between 1800 and 1830, including a map for each presidential election between 1800 and 1830. It also begins and ends with a map showing voting requirements for 1800 and 1830. After showing and discussing all slides, the teacher will ask the students to compare and contrast the 1800 map of voting requirements with the 1830 map of voting requirements. The teacher will ask: <ul style="list-style-type: none"> • “What changes were made in voting requirements?” • “What groups would the changes most affect?” • “How would those changes be realized in a presidential election?” • “How did Jackson benefit from those changes?”
Step 4	The teacher will show and discuss slides twelve through twenty six of the PowerPoint .
Step 5	The class will view Jackson’s “Message to Congress on Indian Removal” in 1830 found at http://ourdocuments.gov/doc.php?doc=25&page=transcript and read and discuss portions in class.

Step 6	The students will be placed in groups of four to analyze primary source letters and documents with differing viewpoints in regard to Alabama Indians in general and to Indian Removal. Each member of the group will receive a Document Analysis handout to use in analyzing the documents, noting the author, date, details and the main idea. Give each student in each group one document to read. Everyone in his or her group will read his or her assigned document and complete the analysis handout. Then, in their groups, each student will explain his or her document to other group members (a Jigsaw activity). The group activity will be followed with a class discussion and debate on the issue of Indian Removal – positives and negatives to the nation, Indians, settlers.
Step 7	The teacher will show slide twenty seven which contains review questions about the content of the lesson. The students will answer these questions and turn in their answers.
Step 8	Assignment – The students will draw a political cartoon about one event covered in this lesson.

Assessment Strategies:

- The student-drawn cartoons will be assessed using the attached rubric.
- The student review answers will be evaluated for accuracy.
- Two possible essay questions for unit or chapter test:
 - Describe two major events of the Jackson presidency.
 - Did Andrew Jackson increase executive power? Give factual evidence to support your answer.

Extension:

- Assuming the role of a Cherokee Indian, the student will write week-long diary entry describing the “Trail of Tears.” A rubric is attached for assessment.

Remediation:

- The students could make a list of the major events in Jackson’s life covered in this lesson or make note cards to study for the chapter test.

Accommodation:

- The teacher could provide a hard copy of the slides from the map activity showing voting requirements in 1800 and voting requirements in 1830.
- The student could be given a hard copy of the *PowerPoint*.

Modification:

- The student may be allowed to respond to two of the three review questions.
- The student-drawn political cartoon may be evaluated less stringently.

Teacher Reference Page

Washington

- From Virginia
- No college
- Military experience in French and Indian War and Commander-in-Chief of Continental Army during American Revolution
- Career before presidency – Land Surveyor, Virginia House of Burgesses, Continental Congress, President of Constitutional Convention
- The only President elected unanimously

Adams

- From Massachusetts
- Harvard College
- No Military experience
- Career before presidency – Lawyer (represented British soldiers after the Boston Massacre), Massachusetts Legislature, Continental Congress, U.S. Ambassador to France, Massachusetts Constitutional Convention, Ambassador to Netherlands, U.S. Ambassador to Great Britain, Vice-President – two terms under Washington

Jefferson

- From Virginia
- College of William and Mary
- No Military experience
- Career before presidency – Lawyer, Virginia House of Burgesses, Continental Congress – primary author of Declaration of Independence, Governor of Virginia, U.S. Ambassador to France, Secretary of State under Washington, Vice-President under Adams

Madison

- From Virginia
- College of New Jersey (Princeton)
- Military Experience – commissioned a Colonel in American Revolution – saw no action due to his frail health.
- Career before Presidency –Committee of Safety in Virginia, Virginia Convention, Virginia House of Delegates, Virginia Council of State, Continental Congress, Constitutional Convention – Father of the Constitution, U.S. Representative from Virginia, Secretary of State-two terms under Jefferson

Monroe

- From Virginia
- Began at College of William and Mary, but dropped out because of American Revolution
- Military experience – rose to rank of Lt. Colonel in American Revolution
- Career before presidency – Virginia Assembly, Continental Congress, U.S. Senator, Ambassador to France, Governor of Virginia, Special Envoy to France (Louisiana Purchase), Ambassador to Great Britain, Secretary of State and Secretary of War under Madison

John Q. Adams

- From Massachusetts
- Harvard College
- Military Experience – None
- Career before presidency – Lawyer, Ambassador to Netherlands, Ambassador to Prussia, Massachusetts State Senator, U.S. Senator, Ambassador to Russia, Chief Negotiator of Treaty of Ghent, Ambassador to Great Britain, Secretary of State under Monroe

Primary Source Document Packet on Indian Removal

300

VICISSITUDES
IN THE
WILDERNESS;

EXEMPLIFIED,

IN THE
JOURNAL OF
PEGGY DOW.

TO WHICH IS ADDED,
AN APPENDIX OF HER DEATH,

AND ALSO,

REFLECTIONS ON MATRIMONY,
BY LORENZO DOW.

A virtuous woman is a crown to her husband : but she that maketh
ashamed is as rottenness in his bones.—Prov. xii. 4.

Who can find a virtuous woman? for her price is far above rubies.
The heart of her husband doth safely trust in her, so that he shall
have no need of spoil.

She will do him good, and not evil, all the days of her life.—Prov.
xxxi. 10, 11, 12.

FIFTH EDITION.

Norwich, Conn.

PRINTED BY WILLIAM FAULKNER.

1833.

would have thought it was almost impossible ; but having travelled until ten or eleven o'clock, we arrived at the river ; but how to get across, that was the next difficulty—we must cross a ferry, and the boat was on the other side—Lorenzo requested the old Indian to go over and fetch it, but he would not move one step until he promised him more money : this was the second or third time he had raised his wages after he started, to keep him on, until we could reach the place that we wished for. However, after he found that he would get more money, he started, and went up the river, found some way across : in a short time he had the boat over, and we went into it with our horses, and the old man set us over. This was perhaps eleven o'clock at night—we came to the house, the family was gone to bed, but the woman got up, and although she was *half Indian*, she treated me with more attention than many would have done that had been educated among the more refined inhabitants of the earth !

I felt quite comfortable, and slept sweetly through the remaining part of the night. In the morning we started again, being then near thirty miles from the settlements of *Tombigby*. We passed through some delightful country that day, and about two or three o'clock in the afternoon we reached the first house that was inhabited by white people. It made my heart rejoice to meet again with those that spoke a language which I understood, and above all, to find some that loved the Lord !

Lorenzo held several meetings in this neighbourhood that were profitable, I trust, to some. We stayed here two nights, and a good part of three days, when we took our leave of them, and departed on our journey through the settlements of *Bigby*, which extends seventy or eighty miles in length, through a rich and fertile soil. The settlements were flourishing and the people in some parts hospitable. We arrived at Fort *St. Stephen's*, situated on the *Tombigby* river—it is on an eminence, and makes a handsome appearance, although it is but small. The river is navigable up to this place. It is a beautiful river ; the water is as clear as crystal, and the land very fertile—well situated for cultivation. This will be a delightful country, no doubt in time !

We got fresh supplies at this place, and made but a few hours stop before we started on our journey, and crossed the river in a ferry-boat—this was after twelve o'clock—we travelled until late, and came to a small cabin, where we got permission to stay for the night, which we did. In the morning we started very early—saw some scattering houses, and at night we got to the *Alabama* river, where there was a ferry, kept by a man who was a mixture, where we stayed that night. This river is beautiful, almost beyond description. On its pleasant bank stood *Fort Mims*, that has since been destroyed by the savage *Creek Indians*, with those that fled to it for protection.

We were now in the bounds of the *Creek* nation: we were still without any company.—This day we struck the *road* that had been cut out by the order of the *President*, from the state of *Georgia*, to *Fort Stoddard*. This made it more pleasant for travelling, and then we frequently met people removing from the States to the *Tombigby*, and other parts of the *Mississippi* territory.

We travelled betwixt thirty and forty miles that day, and came to a creek, called *Murder* creek: it got this name in consequence of a man having been murdered there. This circumstance made it appear very gloomy to me. But we made the necessary preparations for the night, and lay down to rest: although I was so much afraid, I got so weary at times, that I could not help *sleeping*. About twelve o'clock it began to rain so fast, that it was like to put out our fire, and we were under the necessity of getting our horses and starting, as we had nothing to screen us from the rain. The road having been newly cut out, the fresh marked trees served for a *guide*—there was a moon, but it was shut in by clouds. However, we travelled on ten or twelve miles and it ceased raining: I was very wet and cold, and felt the need of a fire, more perhaps than I had ever done in my life before!

At last we came in sight of a *camp*, which would have made my heart glad, but I feared lest it was *Indians*; yet to my great satisfaction, when we came to it we found an old man and boy, with what little they possessed, going to the country we had left behind, and

Document B

Letter from Alabama Governor Clement Clay to J.W. Samford & Company in Tuskegee, AL who were emigrating agents for Creek Indians.

Head Quarters,
Montgomery, June 1st 1836.

Gentlemen,

Nejoptha Boholo was here from Saturday evening till Monday forenoon, with twelve of his Chiefs. I had several talks with them, and amongst other things, learn from them that a large number of the upper towns are anxious to emigrate, and that many of them would immediately encamp, for that purpose, if they could be supplied with provisions. I am of opinion, that this is a most favorable moment to accomplish the business of emigration. The Indians complain that they are suffering for the means of subsistence. I trust you will immediately make speedy arrangements to supply them. Let me hear from you in reply, at an early moment. Very respectfully
Yours etc etc
C. C. Clay.

Wm J W A Samford & Co
Tuskegee

Document C

Letter from Cherokee Chiefs to Alabama Governor Clement Clay

Comm. Grounds of the Cherokee Nation
Ness Clay October 26th 1835

For,

The undersigned, the Principal Chief, the Assistant Principal Chief, the committee and council of the Cherokee Nation, trust you will appreciate the purity of their motive for thus addressing you. You are aware of the distressing situation in which our country stands. We are the earlier possessors of the soil which we still retain but where events, which we have had no share whatever in producing surround us with all the anxiety and privations of war, although in a profert state of peace. Various attempts have been made to arrange our difficulties, and upon conditions which may satisfy the people. We have been misunderstood, we have been slandered. The General Government of the United States has been swayed by agents of its own who do not enter into the feelings of our Nation, and who adopt a course in reference to it which has made the Nation distrustful. The Cherokee will only put faith in those whose devotedness to them has been tried. They have appointed a Delegation to settle their difficulties. To accomplish this they have invited that Delegation with the fullest powers. If some of our interests are now advanced, we doubt not all will be accomplished which can be desired even the close of the present session of Congress should we not greatly misapprehend the feelings of the General Government. Under these circumstances we have thought it due to ourselves, to you, to the United States, to the interest of humanity

manly

The chiefs say, "You are aware of the distressing situation in which our country stands. We are the earlier possessors of the soil which we still retain but where events, which we have had no share what ever in producing surround us with all the anxiety and privations (sic) of war, . . . We have been misunderstood, we have been slandered. The general government of the United States has been swayed by agents of its own who do not enter into the feelings of our nation, and who adopt a course in reference to it which has made the nation distrustful. The Cherokees will only put faith in those whose devotedness to them has been tried."

Document D

Letter from Alabama Governor John Gayle, appointing two unnamed men as agents to investigate recent charges against the Indians in the state.

Tuscaloosa

16th June 1834

I have received information from sources to be relied on, that the settlers in the Counties of Macon and Tallapoosa are much alarmed at appearances of hostility among the Creek Indians. They ^{have} appeared to be some foundation for the belief, that there is a concerted design among them, to rise upon the whites about the period of their green corn dance. My intelligence is derived from several letters lately received from that quarter, copies of which ~~are forwarded~~ I send you, that you may be in possession of the reasons which induce the settlers to apprehend danger, and be able to direct your attention to the proper objects of enquiry.

In order to obtain more certain intelligence than these letters furnish, I have concluded to dispatch two confidential agents to go among the Indians, when the best opportunities will be furnished of ascertaining ^{their intentions} ~~whether they are meditating~~ any plan of hostilities against the whites and I have appointed you to perform this service. The clerk of the Circuit Court of Tuscaloosa County

Mr Lucas was a gentleman, I understand of
character and respectability. His relations ^{& friends} are
numerous and respectable. It is due to them
as well as to the community and the laws,
that his murderer be brought to justice. You
will learn, if ^{whether} the information be true, that
his friends will not surrender him or permit
him to be taken.

But the supposed intention of the
Indians to commence hostilities ~~will be~~
~~the~~ is my principal inducement for
employing you to go among them, and
to this object your inquiries will be
heavily directed. I request that you will
keep me advised of every thing that occurs, and
let me see you ~~about~~ ^{to} reach the scene of
your investigations with the least possible delay.

You are authorized to employ runners to
apprehend as often as you may deem it necessary
taking care to keep an account of expenditures
for objects of this kind. The sum of four
dollars a day including your ordinary expenses
will be allowed you during your employment.

With great respect I am
Gentlemen your At t^o

John Gay

Instructing to Mr. Thiggs
& Mr. Johnson.

Corrected copy

Tuskaloosa,
16th, June 1834

I have received information from sources to be relied on, that the settlers in the Counties of Macon and Tuskaloosa are much alarmed at appearances of hostility among the Creek Indians. They have some foundation for the belief, that there is a concerted design among them, to rise upon the whites about the period of their green corn dance. My intelligence is derived from several letters lately received from that quarter, copies of which I send you, that you may be in possession of the reasons which induce the settlers to apprehend danger, and be able to direct your attention to the proper object of enquiry.

In order to obtain more certain intelligence than these letters furnish, I have concluded to despatch two confidential agents to go among the Indians; ^{where} as you will perceive the best opportunities will be furnished of ascertaining their intentions, and have appointed you to perform this service.

The clerk of the Circuit Court of Russell county has recently been killed by an Indian, as you will perceive among the documents herewith furnished, without provocation and under circumstances of great cruelty. The murderer is said to be secreted by his friends who express a determination to protect him and to prevent his arrest.

I place you in charge of a communication to the chiefs, whom you will take the earliest steps to convene after your arrival. In your interview with them, you will probably be able to learn something of their intentions touching the hostilities they are said to be meditating, & of the true causes of their dissatisfaction. While among the Indians and in all your interviews with them, it is important that you observe a conciliating course of conduct, and impress upon them that the authorities of Alabama desire to protect them in all their rights, to relieve their wants, as much as possible and redress their grievances. At the same time they should be made to comprehend fully their relations in their present situation with the white people & our laws. They cannot live among us without rendering obedience to the laws, and they must not indulge the expectation that they can commit offences of any deception, with impunity.

(no underline) A state of society exists in the Country ceded by the Creek Indians, that has no parallel in our history, and unless they can be induced to emigrate, ^{will} such be attended with inconveniences that will counterbalance the advantages to be derived from the acquisition of their ~~possessions~~ ^{lands}.

In their present ignorance & with their savage habits, they cannot be brought to submit to the restraints of civilization, not are they fitted to participate its benefits. The impositions to which they are liable, and which will be constantly practiced upon them, in their intercourse with the whites, will keep them perpetually excited and dissatisfied, and looking as they do to no consequences beyond the destruction of those upon whom they seek to revenge themselves, they have at all times the power which they will frequently exert, suddenly rising upon and destroying whole neighborhoods. This will in turn provoke the vengeance of the whites, which could be appeased by nothing short of the extermination of the savages.

It is therefore of the utmost importance that you persuade them to go to the Country which has been provided for them west of the Mississippi, before they experience the disasters which await them in their present situation. W. Lucas was a gentleman, I understand, of character and respectability. His relations & friends are numerous and respectable. It is due to them as well as to the community and the laws, that his murderer be brought to justice. You will learn, if possible, whether the information be true, that his friends will not surrender him or permit him to be taken.

But the supposed intention of the Indians to commence hostilities is my principal inducement for employing you to go among them, and to this object your inquiries will be mainly directed. I request that you will keep me advised of every thing that occurs, and let me urge you to reach the scene of your investigations with the least possible delay.

You are authorized to employ services & expresses as often as you may deem it necessary taking care to keep an account of expenditures for objects of this kind. The sum of five dollars a day including your ordinary expences will be allowed you during your employment.

With great respect, I am gentlemen
Your obt. svt.
John Gayle.

Instructions to A. Riggs & (John ?)

Corrections by
Sheila O'Brien

Document Analysis - Indian Removal

Document A

Author:

Date:

Type of Document:

List four details in the document:

- 1.
- 2.
- 3.
- 4.

What is the main idea of this document?

Document B

Author:

Date:

Type of Document:

List four details in the document:

- 1.
- 2.
- 3.
- 4.

What is the main idea of this document?

Document C

Author:

Date:

Type of Document:

List four details in the document:

- 1.
- 2.
- 3.
- 4.

What is the main idea of this document?

Document D

Author:

Date:

Type of Document:

List four details in the document:

- 1.
- 2.
- 3.
- 4.

What is the main idea of this document?

Andrew Jackson's Presidency Political Cartoon Assignment and Rubric

Directions: Draw a political cartoon about one event covered in this lesson. Use three or more symbols to reflect an understanding of the event. A title or caption for the cartoon is required.

Student Name _____

CATEGORY	4 points	3 points	2 points	1 point	Score
Content	Demonstrates an in-depth understanding of Jackson's presidency.	Demonstrates a sufficient understanding of Jackson's presidency.	Demonstrates some understanding of Jackson's presidency.	Shows no understanding of Jackson's presidency.	
Use of Symbols	Shows appropriate use of symbols and includes 3 or more symbols.	Shows appropriate use of symbols and includes 2 symbols.	Shows appropriate use of symbols and includes 1 symbol.	No use of symbols or inappropriate use of symbols.	
Originality	Demonstrates a large amount of original thought.	Demonstrates some original thought.	Demonstrates a small amount of original thought.	Lacks originality .	
Message/Point of View	The message to the viewers is clear and strong. It is easy for the viewer to understand the message.	The message to the viewer is clear. It is easy for the viewer to understand the message.	The message to the viewer is clear. It is not a strong message.	The message is unclear or weak. It is difficult for the viewer to understand the point.	
Caption/Title	The caption is thought provoking and indicates understanding of the event.	The caption indicates understanding of the event.	The caption is vague.	There is no caption.	

Total _____

“Trail of Tears” Diary Entry

Directions: Assuming the role of a Cherokee Indian, write a week-long (FIVE days) diary entry describing your journey on the “Trail of Tears.” Be sure to include facts that will help to make your diary believable.

Student Name: _____

CATEGORY	4 points	3 points	2 points	1 point	Score
Focus on Assigned Topic	The entries are related to the assigned topic and allow the reader to understand much more about the topic.	Most of the entries are related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the entries are related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.	
Accuracy of Facts	All facts presented in the diary entry are accurate.	Almost all facts presented in the entry are accurate.	Most facts presented in the entry are accurate (at least 70%).	There are several factual errors in the story.	
Creativity	The entry contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The entry contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The entry contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	
Organization	The entries are very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The entries are pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The entries are a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged with little chronological understanding.	
Completion of Assignment	There are five distinct entries.	There are four distinct entries.	There are three distinct entries.	There are two distinct entries.	

TOTAL _____