

Digging Into the Past: Creek and Cherokee Indians

Unit Title: Digging into the Past: Creek and Cherokee Indians

Content Area: Social Studies

Duration of Unit: 4-6 weeks

Grade Level: Second Grade

Designed By: The Museum School Second Grade Team

Unit Overview:

Second graders will dig into the past and discover the life of Georgia's earliest people. In this unit, second graders will develop a deep understanding of the Creek and Cherokee Indians. They will also explore the various tools, clothing, shelters and accomplishments of the Creek and Cherokee. In this *Digging into the Past: Creek and Cherokee* trunk, you will explore wonderful artifacts that will make this unit come to life. Sit back and relax and explore the wondrous life of Georgia's earliest people.

Georgia Performance Standards Addressed:

SS2H1: The student will read about and describe the lives of historical figures in Georgia history.

- a. Identify the contributions made by these historical figures: James Oglethorpe, Tomochichi, Mary Musgrove (founding Georgia); Sequoyah (development of a Cherokee alphabet).

SS2H2: The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living and accomplishments.

- a. Describe the regions of Georgia where the Creek and Cherokee lived and how the people used their local resources.
- b. Compare and contrast the Georgia Creek and Cherokee cultures of the past Georgians today.

Unit Essential Questions:

Who were the Creek and Cherokee Indians?

- Where in Georgia did the Cherokee live?
- Where in Georgia did the Creek live?

Creek and Cherokee Food, Shelter, Clothing and Shelter

- How did the Cherokee and Creel depend on nature to meet their basic needs?

- How did the Creek and Cherokee get resources that were not available in the region(s) where they lived?
- How did the Cherokee and Creek adapt to their environment?

Historical Figures

- Who was Sequoyah?
- How did Sequoyah influence the Cherokee way of life?
- How did Sequoyah's accomplishments affect the entire Cherokee Nation?
- How is your life the same as Sequoyah's life?
- What kinds of things are different in your life than what Sequoyah might have experienced?
- Who was Mary Musgrove?
- Who was Tomochichi?
- Who was James Ogethorpe?

Creek and Cherokee Modern Marketplace

- What are ways in which goods and services are given out?
- How did bartering/trading help Europeans colonist get the goods and services they wanted/needed?
- How did bartering/trading help the Creek and Cherokee get the goods and services they wanted/needed?

Week	Theme	Literature/Tech.	Materials/Products	Description
Week 1	Who Were the Creek and Cherokee Indians?	<p>Literature: <i>If You Lived with the Cherokee</i> by Peter and Connie Roop, <i>Cherokee History and Culture</i>, <i>Grandmother Spider Brings the Sun</i></p> <p>Technology: -Creek and Cherokee PowerPoint</p>	<p>Materials: -Creek Photographs -Cherokee Photographs -Maps of Georgia -Blank Map of Georgia -Copy of the Creek and Cherokee Reader's Theatre</p> <p>Products: -Pre-Assessment -KWL Chart -Creek and Cherokee Map -Venn Diagram</p>	<p>-Administer the pre-assessment for this unit. -Introduce this section by having the students complete a KWL Chart about the Creek/Cherokee Indians. -Show the map of Georgia and point out the regions where the Creek and Cherokee Indians lived. -The students will create a map depicting the regions in which the Creek and Cherokee resided in Georgia. -Read enclosed literature on the Creek and Cherokee Indians. -Assign parts for the Creek and Cherokee Reader's Theatre.</p> <p>Assessment: The students will create a Venn Diagram comparing and contrasting the Creek and Cherokee Indians.</p> <p>Field Experience Idea: Chieftains Museum chieftainsmuseum.org</p>
Week 2	Exploring Creek/Cherokee Hunting, Clothing, Food, Shelter and Tools	<p>Literature: <i>Corn is Maize, Jingle Dancer, The Great Ball Game</i> by Joseph Bruchac, <i>The First Women in the Strawberry</i> by Gloria Dominic</p> <p>Technology: Video: Hunting www.forsythcountyschools.org/its/mpayne/cherokeeandcreek/iroq-Hunting.asf</p> <p>Video: Clothing www.forsythcountyschools.org/its/mpayne/cherokeeandcreek/Making_Traditional</p>	<p>Materials: -Deer Skin -Jingles -Creek/Cherokee -Clothing -Drum -Stickball -Lacrosse -Crops (corn, beans, cotton, etc.) -Gourd -Bow and Arrow -Blow Gun -Arrow heads -Pottery</p> <p>Products: -<i>Digging in the Past</i> Fashion Show</p>	<p>-Introduce the various food, shelter, clothing and tools that the Creek and Cherokee Indians used. -Show the various artifacts that Creek and Cherokee Indians used. -Read the various literatures that is included in this trunk. -Show the video clips of native American hunting, clothing, food, shelter and tools.</p> <p>Assessment: The students will create clothing or a tool based off of what they have learned about the Creek and Cherokee Indian culture. The students will "show-off" their items with a <i>Digging in the Past</i> Fashion Show.</p> <p>Field Experience Idea: The Atlanta History Center</p>

		<p>American Indian Clothing.asf</p> <p>Video: Food www.forsythcountyschools.org/its/mpayne/cherokeeandcreek/iroq-Preparing_Meals.asf</p> <p>Video: Shelter www.forsythcountyschools.org/its/mpayne/cherokeeandcreek/iroq-Making_a_Wigwam.asf</p> <p>Video: Tools and Weapons www.forsythcountyschools.org/its/mpayne/cherokeeandcreek/tools&weapons.asf</p>		
Week 3	Important Figures Part I: Mary Musgrove and Sequoyah	<p>Literature: <i>Sequoyah</i> by Laura Waxman, <i>Your Name in Cherokee, Cherokee ABC</i></p> <p>Technology: Video: Mary Musgrove</p> <p>http://www.gpb.org/georgiastories/stories/mary_musgrove</p>	<p>Materials: -Mary Musgrove Photo -Sequoyah Photo</p> <p>Products: -Biography Cube</p>	<ul style="list-style-type: none"> - Introduce Sequoyah and Mary Musgrove. - Watch video of Mary Musgrove - Create an anchor chart of the things Mary might have traded (corn, cotton, beans, etc.), and the things we trade today (money, materials, etc.). - Watch video of Sequoyah, and read the Sequoyah books. - Create class anchor chart of Sequoyah’s important achievements. - Have kids act out the scene between the Cherokee Council, Sequoyah and his daughter to understand how revolutionary this was. - Have them imagine they were Cherokee and write a newsflash article explaining they have an alphabet and can write down information! Within

		<p>Video: Sequoyah</p> <p>http://www.gpb.org/georgiastories/stories/Sequoyah</p> <p>http://www.georgiahistory.com/container/887</p>		<p>the article have them explain how important this was.</p> <ul style="list-style-type: none"> - Have students partner up and “interview” Sequoyah and Mary Musgrove <p>Assessment: The students will create a biography cube of Sequoyah or Mary Musgrove.</p>
<p>Week 4</p>	<p>Important Figures Part II: Tomochichi and James Oglethorpe</p>	<p>Literature: Tomochichi and James Oglethorpe trade books.</p> <p>Technology: Video: Daily Life in Georgia</p> <p>http://www.gpb.org/georgiastories/stories/daily_life_in_georgia</p> <p>Videos: Georgia Colony Founded</p> <p>http://www.todayingeorgiahistory.org/content/georgia-colony-founded</p> <p>http://www.georgiahistory.com/assets/0000/0001/peter_gordonmap.JPG – Settling in Savannah</p>	<p>Materials:</p> <ul style="list-style-type: none"> -Tomochichi Photo -James Oglethorpe Photo -Settling in Savannah Photo -Newspaper Template <p>Products:</p> <ul style="list-style-type: none"> - Packing List - Descriptive Writing: Founding of Georgia (using painting) - Tomochichi and James Oglethorpe Times -News Editor Presentations 	<ul style="list-style-type: none"> - Activate schema with kids filling in their picture charts of who they think Tomochichi and James Oglethorpe are. - Ask them to travel back in time to a time when Georgia was first founded - Watch the video about daily life in Georgia. Show them the picture of Savannah being planned. Ask students to describe what they see, then imagine themselves having come over on the ship. Use descriptive writing to explain what you see, hear, feel, think, etc. OR Have them make themselves a packing list for colonial Georgia. - Explain you to the students that Tomochichi and James Oglethorpe are two about two of the founders of Georgia. -The students will need to make or bring in costumes for their news editor presentation. <p>Assessment: The students will pretend they are a newspaper editor living during the times of Tomochichi and James Oglethorpe. They will create a newspaper article about various events that transpired during this time. The students will dress up in attire from Tomochichi and Oglethorpe times and present their articles.</p> <p>Field Experience Idea: State Capital Building</p>

		<p>Video: Tomochichi</p> <p>http://www.todayingeorgiahistory.org/content/tomochichi</p> <p>Videos: James Oglethorpe died</p> <p>http://www.todayingeorgiahistory.org/content/james-oglethorpe-died</p> <p>http://www.georgiahistory.com/containers/237 – James Ogelthorpe</p>		
<p>Week 5</p>	<p>Mary Musgrove Trading Post and Modern Marketplace</p>		<p>Materials:</p> <ul style="list-style-type: none"> -Items that Represent the Past Creek/Cherokee Market Place (corn, beans, cotton, squash, pumpkins, etc.) -Items that Represent Georgia’s Modern Marketplace (cash register, reusable shopping bags, canned goods, currency, etc.) <p>Product:</p> <ul style="list-style-type: none"> -Interactive Past and Present Market place 	<ul style="list-style-type: none"> -Break students into two groups. One group will represent the Mary Musgrove Trading Post (Past Marketplace) and the other group with represent the Modern Market Place. Allow students to brainstorm ideas and items that they would like to have in their market. -Have the students to bring in things they want to “trade” and provide them with both money for the “modern” marketplace and items for the Mary Musgrove trading post. -Allow students to work this week on planning and setting up their market. -Invite several classes to view the interactive Past and Present Marketplace. -Present the Creek and Cherokee Reader’s Theatre. <p>Assessment:</p> <ul style="list-style-type: none"> -Unit Post-Assessment <p>Field Experience Idea:</p> <p>Stone Mountain Park Indian Festival & Pow Wow</p>

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