

# Teacher's Guide

## “Creek and Cherokee II”



### Grade Level:

3rd

### GSE Reference:

SS3H1 a,b; SS3G3 a

### Summary:

Students investigate how the Creeks and Cherokees obtained food, clothing, shelter and medicine from their natural environment.

### Objective:

Students will understand that the Creeks and Cherokees used their environment to obtain food, clothing, shelter and medicine and that the Chattahoochee River influenced their lives.

### Essential Questions

When reviewing “The Creeks and The Cherokees” with your students, begin by discussing what life would be like 500 years ago.

- Where would you get your food?
- What would you do if you were sick?
- Where would you live?
- What clothes would you wear and where would you get them?
- What else might be different than how we live today?

Feel free to keep a list of questions from the students to bring to the naturalist.

### Vocabulary

- 📖 *Native* - anything indigenous to an area, not imported
- 📖 *Edible* - able to be eaten and digested

### Pre-Visit Activities

- 📖 **Read** a book from the suggested reading list
- 📖 **Where did your lunch come from?** - The goal is to have students think about the raw ingredients needed to make their lunch. Tie discussion to food chain and food webs. As a class you can use the lunch on the cafeteria menu. Working in groups have them break down the entire menu or parts of the menu to the basic ingredients. For example if a roll is included in lunch - what ingredients are used to make the roll? Flour, which comes from wheat, water, and butter (from cows). Other ingredients may be included, but it will get the students to realize French fries start as a potato and rolls need wheat. How would lunch have been different if they were kids 500 years ago?
- 📖 **Adapting to Change**—Creek and Cherokee culture was very different from European Settler’s culture. Introduce these concepts, along with the Trail of Tears. How were the cultures different? How were they similar? How did each culture benefit from each other? Divide the class into two groups, one representing the Cherokee and Creek, and the other representing the European Settlers. Have groups generate ideas about benefits of their culture, how each culture affected their environment, and pose discussion questions to the groups about their feelings on Trail of Tears, culture, the environment, etc.

## Post visit activities

- 🕒 **Review the major concepts and vocabulary.**
- 🕒 **CLEAN UP!!** - Show the earth respect around your school! Pick up litter around the school and playground. Create recycling centers in your classroom. Challenge students to bring a trash-free lunch one day!
- 🕒 **Adopt a Tree** - How did the Creek and Cherokee use trees? For edible and non-edible uses? Read *The Giving Tree* by Shel Silverstein and discuss what the tree gave. Find an area at your school that you can plant a tree and watch it grow or adopt a tree that is already there. You can place fallen leaves to give in nourishment, water it, keep trash picked up. Have the students record their experience in their class journals.

## Suggesting Reading

If You Lived With The Cherokees, Peter Roop and Connie Roop

The Cherokee Nation: A History, Robert J. Conley

Living Stories of the Cherokee, Barbara R. Duncan

The Cherokee (True Books - American Indians), Andrew Santella

The Trail of Tears (Step into Reading - Step 5), Joseph Bruchac

Creek History and Culture, Helen Dwyer and Amy Stone

Pushing up the Sky: Seven Native American Plays for Children, Joseph Bruchac

Children of the Longhouse, Joseph Bruchac

Keepers of the Earth: Native American Stories and Environmental Activities for Children, Joseph Bruchac and Michael J. Caduto (anything from the Keepers Series)

## Suggested Websites

<http://www.nps.gov/nr/twhp/wwwlps/lessons/118trail/118trail.htm>

<http://www.cherokeemuseum.org/>

<http://ngeorgia.com/history/cherokee.html>

<http://ngeorgia.com/history/creek.html>

# Further Investigations!

Imagine you are a Creek or Cherokee child. What would you do for food, water, shelter, fun? What wildlife would you see? What would you trade? What would you celebrate? Write a story about a day in your life.



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