

## Lesson 5: Southeast Native Americans (2 Days)

### Getting Started

#### ✿ Questions to Explore

- How were people in the past dependent on plants and animals in the environment?
- How do resources from the environment help meet people's needs?
- How do people within a community depend on one another?



#### Facts and Definitions

- The Trail of Tears was a journey taken by the Cherokee when the American government forced them to move out west.

#### ⦿ Skills

- Use appropriate source maps to locate communities. (SS)
- Compare how people in different communities adapt to or modify the physical environment to meet their needs. (SS)
- Explain the need for leaders in communities and describe their roles and responsibilities. (SS)
- Locate and describe Native Americans in North America, past and present. (SS)

#### ✂ Materials

- |                                                            |                                                                      |
|------------------------------------------------------------|----------------------------------------------------------------------|
| • <i>The Cherokee</i> by Danielle Smith-Llera              | • map of the U.S.                                                    |
| • Age 8-10 Timeline                                        | • measuring cups and spoons                                          |
| • baking powder                                            | • milk* (Activity 5 - optional)                                      |
| • butter knives* (Activity 5 - optional)                   | • mixing bowls                                                       |
| • can of pinto beans* (Activity 5 - optional)              | • oven mitts* (Activity 5 - optional)                                |
| • cast iron skillet or baking pan* (Activity 5 - optional) | • pastry blender* (Activity 5 - optional)                            |
| • cornmeal* (Activity 5 - optional)                        | • pot or large skillet* (Activity 5 - optional)                      |
| • drippings, shortening, or oil* (Activity 5 - optional)   | • red pencil                                                         |
| • eggs* (Activity 5 - optional)                            | • salt                                                               |
| • flour* (Activity 5 - optional)                           | • sugar* (Activity 5 - optional)                                     |
| • grape juice* (Activity 5 - optional)                     | • unsalted butter, margarine, or shortening* (Activity 5 - optional) |
| • journal                                                  | • wooden spoon                                                       |

#### Introduction

Tell your child that the last region of Native Americans he will explore is the region of the Southeast. Identify the region on the map from Lesson 1. Ask your child what he knows about the region of the southeastern United States. Over the next two days, he will focus on the Cherokee.

## Reading and Questions

Today your child will read pages 4-13 in the book *The Cherokee*. When he has finished reading, ask him the following questions:

1. Why were Cherokee towns important?

*The people in towns worked together to gather and share food and would fight together during times of war. The Cherokee believed that people in a town were like family.*

2. How did the arrival of European explorers and traders affect the Cherokee?

*Many Cherokee were killed from war and disease. Some towns were destroyed.*

3. Who was Sequoyah and what important thing did he do?

*Sequoyah was a Cherokee silversmith who created a writing system for the Cherokee language.*

4. What tragic even occurred to the Cherokee in 1838?

*Soldiers ordered over 16,000 Cherokee families to move west. The journey was long and difficult, causing many deaths. It became known as the Trail of Tears.*

## Activities

### Activity 1: The Cherokee Way of Life (Part 1)

Show your child the "Cherokee Homes" page. Tell him to label the houses and record a sentence or two about the advantages of each type of house. (Answers may vary, but your child should understand that, in the winter, the thin walls of the summer home wouldn't be warm enough, and the windows and large door would let in too much cold air. In the summer, the winter house would trap in too much heat.)

Give your child the "The Cherokee Way of Life" pages and let him record what he has learned so far about Cherokee life. He will complete the pages on Day 2.

Answer Key (answers may vary):

- Food: corn, beans, squash, deer, turkey, squirrels, hickory nut soup, eggs with mushrooms or wild onions, bean bread, dumplings
- Government: each town had a peace chief and a war chief; a chief also had advisers
- Family: Cherokee were members of one of seven clans, with clan membership passed down from the mother; clan members and people who live in the same town considered themselves family
- Clothing: traditional clothing (regalia) for women includes tear dresses (cloth torn into sections and then sewn together and decorated with shapes representing the Cherokee clans); regalia for men features shirts with ribbons; shoes are leather moccasins
- Homes: a family would have a summer home and a winter home
- Sports: stickball, archery
- Crafts: baskets, woven handbags, clay pots
- Traditions: answers include stomp dances and powwows

### Activity 2: Trail of Tears Map

Ask your child to re-read p. 12 in the book. Discuss the Trail of Tears and how it affected the Cherokee people. If you are using the Beyond the Page social studies program, you will have an Age 8-10 Timeline. Tell your child to record the event (1838) on his timeline. Encourage him to follow the journey on the "Trail of Tears Map" page using a red pencil. In his journal, he can record the states along the trail. Discuss the climate and geography of the journey. Using a map of the U.S., help your child estimate the distance the Native Americans traveled on the Trail of Tears.

### Activity 3: Trail of Tears, Art Appreciation

Give your child time to evaluate the Trail of Tears painting on the "Trail of Tears, Art Appreciation" page. You can also show him a colored picture of the painting at the following web link. The colors of the painting make it that much more beautiful. Then ask your child to answer the questions at the bottom of the activity page.



*The Trail of Tears painting*

[www.beyondthepage.com/link/12337/](http://www.beyondthepage.com/link/12337/)

## Day 2

### Activity 4: The Cherokee Way of Life (Part 2)

Your child should read pp. 16-18 and 22-28 in the book *The Cherokee*. Then he should finish filling out the "The Cherokee Way of Life" pages.

### Activity 5: Cherokee Food

Tell your child that page 22 of the book talks about how modern Cherokee still eat traditional foods like hickory nut soup, dumplings flavored with grape juice, and bean bread. Help your child make one or both of the dishes found on the "Cherokee Recipes" page. Ask him why he thinks the Cherokee may have eaten these dishes.

### Activity 6: My Life, Life of the Cherokee

Let your child discuss ways that Cherokee life was different from your child's life. On the page, "My Life, Life of the Cherokee," your child will list the differences between life today and life in the time of the Cherokee. At the bottom of the page, he can write a poem that compares the life of the Cherokee to life today. Remind your child to use vivid, creative language for his poem to help the reader create mental images. The last line will be about one way life today is similar to Cherokee life.

Note: To extend this activity, let your child act out different activities of the Cherokee, and you can guess what he is doing.

Share the following poem with your child:

### Past and Present Poem

*Today we buy our clothes at large, crowded shopping malls.  
The Cherokee made their clothes from the leather of animal hides they dried in the warm sun.  
Today people buy food from supermarkets.  
The Cherokee grew their food and celebrated the corn in the summertime.  
Today we don't know all the people in our town.  
Cherokee townspeople worked together like a family.  
Today we enjoy spending time watching and playing sports.  
The Cherokee people also liked to play sports.*

### Wrapping Up

Ask your child to describe how white men changed the Cherokee way of life.

### Life Application (optional)

Pages 20-21 in the book *The Cherokee* describe how today's Cherokee children are learning to read and write the Cherokee language. Tell your child that the Cherokee written language is different than English. Instead of writing out each letter of a word, the Cherokee language has symbols for each syllable, meaning each beat in a word.

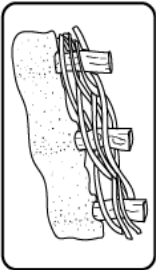
Give your child the "Cherokee Language" page. Show him the word "llama" and clap for each syllable as you say it (la-ma). Tell him that in Cherokee, there's a symbol for the "la" sound and another for the "ma" sound. The rest of the page describes the sounds of some common Cherokee words. Encourage your child to use some of the words this week.

# Cherokee Homes

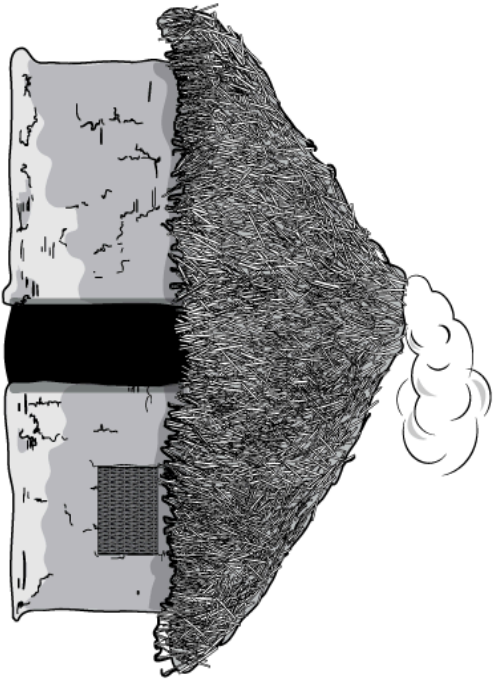
A Cherokee family often had two houses -- one for the summer and another for the winter.

The summer house was square or rectangular. Vines, strips of cane grass, or sticks were woven between wooden posts to make walls. The walls were then covered with a mixture of mud, clay, and dried grass. The roof was made of grass or bark and had a hole in the middle to allow smoke to escape.

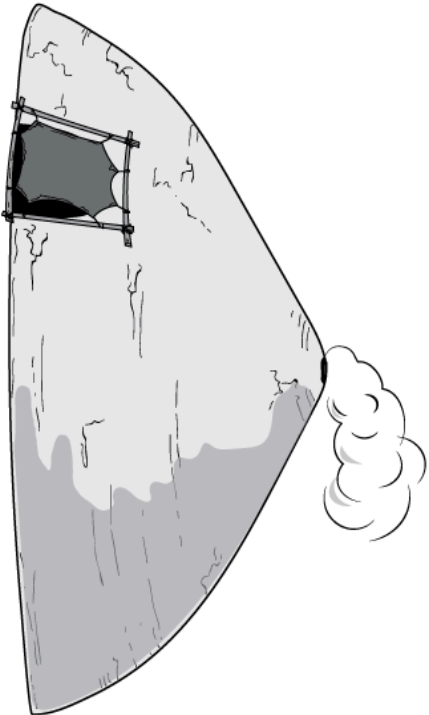
The winter house, called an *asi*, was shaped like a cone. To keep out the cold, the winter house had extra-thick mud walls, no windows, and a small door that people had to crawl through.



\_\_\_\_\_



\_\_\_\_\_





# The Cherokee Way of Life

Directions: Record information on the chart as you read and learn about the Cherokee way of life.

clothing

language

family

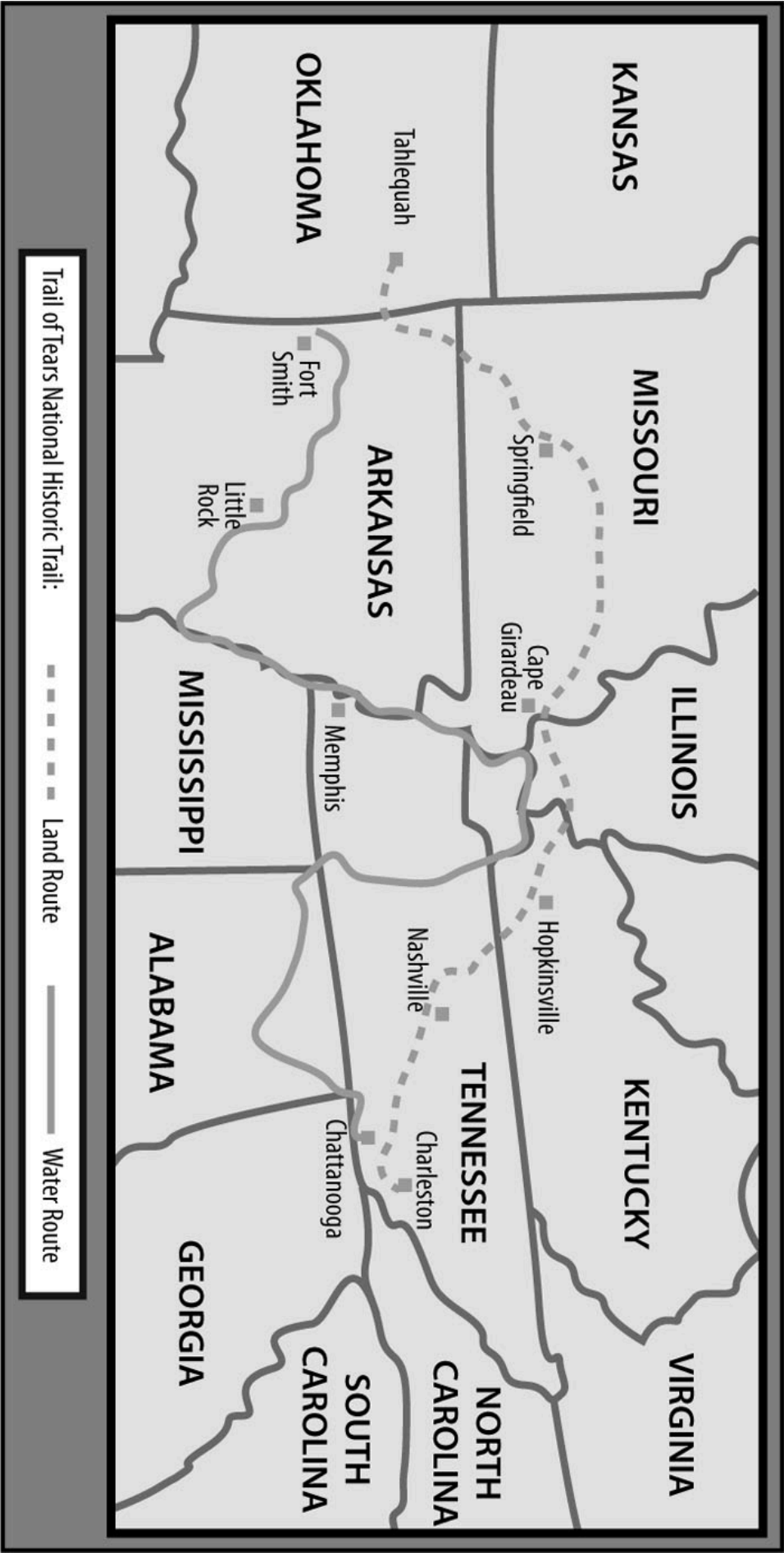
homes

government

|               |                   |
|---------------|-------------------|
| <p>crafts</p> | <p>traditions</p> |
| <p>food</p>   | <p>sports</p>     |

# Trail of Tears Map

**Directions:** Follow the journey on the Trail of Tears Map using a red colored pencil. In your journal, record the states that the trail went through and discuss the geography and climate of each one. Use a map of the United States to estimate the distance that Native Americans traveled on the Trail of Tears.



# Trail of Tears, Art Appreciation

**Directions:** Evaluate the painting below and answer the questions about it at the bottom of the page.

*This picture, The Trail of Tears, was painted by Robert Lindneux in 1942. It commemorates the suffering of the Cherokee people under forced removal. If any depictions of the Trail of Tears were created at the time of the march, they have not survived.*

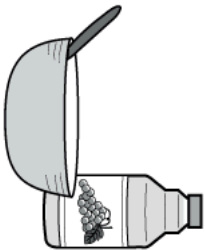


1. What do you think is happening in the painting? \_\_\_\_\_
2. How would you describe the environment and the weather? \_\_\_\_\_
3. Describe the expressions on the faces of the people. \_\_\_\_\_
4. How would you describe the animals? \_\_\_\_\_
5. Beside the Cherokee people, who else is in the picture? Why do you think they are in the picture? \_\_\_\_\_
6. What emotions do you feel when you look at the painting? \_\_\_\_\_

# CHEROKEE RECIPES

Instructions: Make one or both of these updated recipes for traditional Cherokee foods!

## Grape Dumplings



| Materials:                | Ingredients:                              |
|---------------------------|-------------------------------------------|
| measuring cups and spoons | flour                                     |
| mixing bowl               | baking powder                             |
| pastry blender (optional) | sugar                                     |
| butter knives             | salt                                      |
| pot or large skillet      | unsalted butter, margarine, or shortening |
| wooden spoon              | grape juice                               |

### To Make:

1. Add 1 cup flour, 1 1/2 tsp baking powder, 1 Tbs sugar, and 1/4 tsp salt to a mixing bowl and mix together well. Cut in the butter using 2 knives or a pastry blender. Add 1/2 cup grape juice to the bowl and mix just until the ingredients are combined.
2. On a floured board or countertop, press the dough into a flat disc and cut into bite-sized chunks using a butter knife.
3. Heat 3 1/2 cups grape juice and 1/2 cup sugar in a pot or large skillet on medium heat. Carefully drop in the dumplings and simmer them for 10-12 minutes, stirring occasionally. The grape juice mixture should thicken. Serve the dumplings with the grape juice "gravy."

## Bean Bread



| Materials:                             | Ingredients:                                              |
|----------------------------------------|-----------------------------------------------------------|
| measuring cups and spoons              | lard/bacon drippings, melted shortening, or vegetable oil |
| cast iron skillet or baking pan        | yellow or white cornmeal                                  |
| 2 mixing bowls (one medium, one small) | salt                                                      |
| wooden spoon                           | baking powder                                             |
| oven mitts                             | can of pinto beans                                        |
|                                        | milk                                                      |
|                                        | eggs                                                      |

### To Make:

1. Preheat the oven to 450 degrees. Add the fat to the skillet or pan and place in the oven (while it is still preheating).
2. Add 2 cups cornmeal, 1 tsp salt, and 1 tsp baking powder to a medium size bowl and mix together well.
3. Crack 2 eggs into the small bowl and beat well. Mix in 1 1/2 cups milk.
4. Slowly pour the contents of the small bowl into the larger bowl and stir.
5. Drain the can of beans and then spoon the beans into the batter. Mix well.
6. Remove the hot skillet or pan from the oven. Make sure the fat is evenly distributed along the bottom of the pan and then pour in the batter.
7. Bake for 20 minutes or until golden brown on top and cooked through.

# My Life, Life of the Cherokee



**Directions:** List the ways life is different today than it was for the Cherokee. At the bottom of the page, write a poem that compares the life of the Cherokee to life today.

Past and Present Poem

Today we buy our clothes at large, crowded shopping malls.  
The Cherokee made their clothes from the graceful animal hides they dried in the warm sun.

Today people grow gardens in their backyards behind fences.  
The Cherokee had a community corn garden where people worked together for the common good.

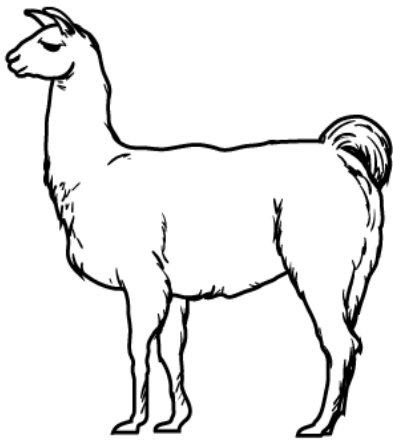
Today we are not forced to kill our own animals for food, clothing, or shelter.  
The Cherokee had no choice.

Today our nation must find ways to protect ourselves and our way of life from enemies who may want to destroy it  
The Cherokee people also had to protect themselves from people who wanted to cause them harm.

|                       |                                 |
|-----------------------|---------------------------------|
| In my family we _____ | In a Cherokee family they _____ |
| _____                 | _____                           |
| I _____               | A Cherokee child _____          |
| _____                 | _____                           |
| In my community _____ | In a Cherokee community _____   |
| _____                 | _____                           |
| _____                 | _____                           |

|                           |  |
|---------------------------|--|
| Today _____               |  |
| The Cherokee people _____ |  |
| Today _____               |  |
| The Cherokee people _____ |  |
| Today _____               |  |
| The Cherokee people _____ |  |
| Today _____               |  |
| The Cherokee also _____   |  |

# Cherokee Language



llama = la + ma  
W

## Learn some Cherokee!

see-yoh = Hello

stee-you = Be strong (what the Cherokee say instead of "goodbye")

wah-doh = Thank you

oh-tah-hee-chew = How are you?

**Mother**



aah-chee

**Father**



aah-doh-dah

**Sister**



ee-gee-doh

**Brother**



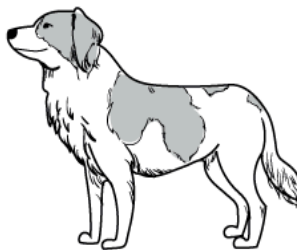
ee-gee-nun-tlee

**Cat**



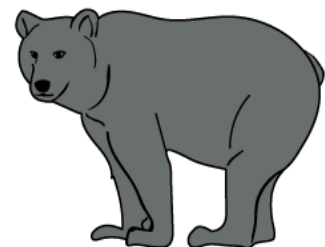
way-suh

**Dog**



gee-lih

**Bear**



yoh-nuh