

<b>Title of Unit:</b>	<b>“The Principal People” (Ani-Yun-Wyia)</b>
<b>Vital Theme of the Unit:</b>	This unit will illustrate and explain what life was like for the Cherokee Nation before and after the Europeans invaded the Appalachian Mountains. It will expand their knowledge of historical events.
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<b>Number of Lessons:</b>	7– 45 Minute Lessons Two Days of Center Time
<b>Curriculum Standards:</b>	Reading: 4.1:spi10,11,12,13, 14,15, 20. Social Studies: 4.1: Cultures:1,2,3,4,6.
<b>Technology Used:</b>	Internet (for research), Videos Covering clans, and national forests

## **“The Principal People” (Ani-Yun-Wyia)**

Before the arrival of the Europeans, the Cherokee Indians' home-land was covered with rivers, valleys, and mountain ranges. This land stretched over more than 40,000 square miles in what is now the American Southeast. This territory spanned across eight present-day states: Virginia, West Virginia, Kentucky, Tennessee, Georgia, Alabama, North Carolina, and South Carolina. This region is referred to as the Appalachian Mountains.

By the 1500's the Cherokee population was approximately 20,000. Their communities consisted of about fifty to one hundred large villages built along rivers. Before the new settlers invaded this land, all clothing was made from animal skins. During the summer, children, under the age of eight, did not have to wear clothes. Men and older boys traditionally wore deerskin shirts and breechclouts, which was a band of deerskin that hung from a belt at the waist. Women and older girls wore deerskin skirts wrapped around their waists. During winter months, animal skins, such as bear, panther, and beaver were worn, with the fur on the inside. This allowed for more warmth. Moccasins were hand-made for the feet and long deerskin leggings were worn on their legs. The females wore deerskin shirts decorated with small turkey feathers, jewelry around their necks, wrists, and ankles. These things were made from natural material, such as shells, seeds, bone, animal teeth, stones and feathers. Men wore arm bands of leather or copper, and hair decorations, such as feathers.

But, all of this changed rapidly when the Cherokee began trading with white settlers. Animal skins were traded to the settlers for shirts and skirts made of cloth. Glass beads, from Spain and France, were used to decorate clothing.

Transportation was either by foot or canoe. The Cherokee would make canoes from dugout poplar or pine trees for fishing and traveling down the river. Long poles allowed the Cherokee to push against the river bottom to move the canoe. These canoes were too heavy to carry, so they were kept on the riverbanks. If the canoes were not available, rafts were built from a buffalo or bear skin. Unlike other Native Americans, the Cherokee traveled mostly by foot through the forests where trails connected all of the villages. Horses were not used much in the mountains, so they were not as important to the Cherokee as they were to the Sioux and other Plain Indians.

Cherokees usually had two homes. During the summer, the homes were made of logs covered in a thin layer of mud. The winter homes were round and had a thatched roof of reeds shaped like a cone. There were no windows in the winter home to keep the cold out and the heat in. A plaza, located in the center of each village, was a gathering place to socialize and perform religious ceremonies. Council houses were used to discuss important issues. All villages had two chiefs. A “white” chief helped solve disputes and organize ceremonies and other events affecting the entire village. A “red” chief was in charge of making war preparations and leading parties of warriors to battle.

The members of a household belonged to one of seven clans. The names of these clans are: Bird, Blue, Paint, Wild Potato, Wolf, Deer, and Long Hair. It was a system that was a relational, social, religious and political structure. It still exists today. The particular Clan one belongs to is derived from the mother and his or/her only Kinsmen were those who could be traced through her.

Most of the Cherokee’s food was grown in large fields they farmed together, but each household had a small private garden. Women were responsible for planting,

tending and harvesting the crops, while they looked after their children. Children assisted with the gardening as they grew older.

A variety of things were grown, such as beans, squash, pumpkins, sunflower, and corn. Corn was the most important crop. They gathered berries, roots, crab apples, hickory nuts, and walnuts. Men contributed to the food supply by fishing and hunting. Blowguns, bows, and arrows were used to kill rabbits, turkeys, squirrels, and other small animals. The Cherokee were very appreciative of all they had and performed ceremonies to give thanks and keep balance in their world.

It is believed that in 1540, the Cherokee probably had their first encounter with non-Indians. A Spanish explorer and adventurer named Hernando de Soto rode horseback through the Southeast searching for gold. De Soto enslaved hundreds of Indians from other tribes to help in the search. When the Spaniards discovered that the Indians of the Southeast had no gold, De Soto's expedition soon left the region, taking the Indian slaves with him.

Although the Cherokees did not meet other non-Indians over the next hundred years, this early contact had a huge negative impact on them. The tribe had not been exposed to European diseases, so they had no natural immunities to the diseases.

Smallpox and measles caused the population to drop sharply.

In the late 1600's, traders from colonies established by English Settlers, along the coast of the Atlantic, began to move into the Cherokee territory. These Englishmen wanted to trade with the Cherokee for goods hunted in the Appalachian area. In return for the deerskins, which were shipped to England, the traders brought new goods that made the Cherokee lives easier. The goods included metal tools, that were far more

durable than the ones the Cherokee made themselves, from stone and bone. Guns were traded which helped the Cherokee win battles and kill many more animals during a hunt.

These new goods brought big changes to the Cherokee life, but not all of these changes were good. Over time, the people began using metal tools and weapons more and more. As a result, they became more dependent on the non-Indians for these necessities. In the past, Cherokee had killed only enough animals to feed and clothe their families. Now, they spent much more time hunting, to meet the demands of the Europeans. Soon, the animal population was over hunted and endangered. In 1735, Cherokee hunters traded more than one million deerskins to the English.

Increased warfare was also a backlash of trade with Europeans. Usually, the Cherokee went to war to avenge the deaths of warriors killed by other tribes. But, after becoming partners with the traders, some tribesmen began fighting for the sole purpose of taking captives, for trade purposes.

If these were not bad enough, the Cherokee were drawn into wars fought between the English and their enemies, usually the French. There was a constant battle to control what is now the eastern United States and Canada. The conflict eventually led to the French and Indian War (1754-1763). A majority of Native Americans sided with the French.

The Cherokee agreed to help the English fight the French-allied Shawnee Indians. But, due to a severe winter storm, the war party had to return home before the battle began. These returning warriors were starving. Before reaching their home, they slaughtered some unpinned cows belonging to English farmers. The farmers responded by killing several of the Cherokee allies. Angered by this act, a group of Cherokee

leaders wanted to end the fighting. So, in 1759, they traveled to Fort Prince George, an English fort in their territory, to negotiate a truce. After arriving, the Cherokeees were placed in a prison. Within four months, other Cherokee warriors attacked the fort. The English killed the imprisoned Cherokee.

Once allies, the Cherokee and English now became bitter enemies. About 1,600 English troops were sent to the Cherokee territory June of 1760. The Cherokee, led by Oconostota, drove these soldiers from their land. The next summer, an even larger English force returned. They defeated the Cherokee and wrecked many villages. The English also destroyed 1,500 acres of farmland. Many Cherokee were left to starve.

Because two completely different cultures collided, the Cherokee Nation was changed forever. There was no longer a peaceful existence for the Cherokee. Many of their traditions and customs were lost, there was no longer balance in their lives.

## **Bibliography Center Activities**

Broekel, Dr. Ray & Hansen, Helen, *Native Americans* (Village Life, Daily Activities, Arts & Crafts), 2000, Hayes.

Dwyer, Louise & Bill, *Mountain Cookin' Southern Appalachia*, 1974, The Merry Mountaineers Publication, Highland, North Carolina.

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Robbins, Mari Lu, *Native American Tales & Activities*, 2005, Teacher Created Resources, Inc. Westminster, Ca.

Sharpe J. Ed & Underwood, Thomas B., *American Indian Cooking & Herb Lore*, 1973, Cherokee Publications, Cherokee, NC.

Smith, Robert W., *Colonial America*, 2005, Teacher Created Resources, Inc. Westminster, Ca.

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**Unit:** The Principal People  
(Ani-Yun-Wiya)

**Lesson Title:** Elements of a Story

**Grade Level:** 4

**Lesson Time:** 45 minutes

**Objective:** Students will learn to identify elements of a story.

**Materials:** Class copies of: *The First Strawberries, a Cherokee Story*, retold by: Joseph Bruchac. Class copies of “Elements of a Story”,(page 53)

**Procedure:** Have each student read the story: *The First Strawberries, A Cherokee Story*, and answers the questions on the page, “Elements of a Story.”

**Assessment:** Students will share, with the class, their answers. Each student will then choose a Cherokee book, for homework, and fill out the “Element of a Story” worksheet.



**Unit:** The Principal People  
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**Lesson Title:** Colonial Lifestyles

**Grade Level:** 4

**Lesson Time:** 45 minutes to 1 hour

**Objective:** Students will be able to compare and contrast the Communities of the Native Americans and the Colonists. Comprehension and fluency in reading historically based text will be reinforced.

**Materials:** Copies of article “Colonial Lifestyles” (pages 14-16). Review pre-reading skills by briefly reviewing text and encouraging students to underline, make marginal notes, list questions, and highlight unfamiliar words as they read.

**Procedure:** Reproduce and distribute “Colonial Lifestyles” (Pages 14—16). Review pre-reading skills by briefly reviewing text and encouraging students to underline unfamiliar words, and list questions.

\*Assign the reading as class work. Non-readers or below grade level readers will be paired with a partner.

\*As a class, discuss the following questions:

1. Which form of colonial punishment seemed the most Severe? Why?
2. How would you travel if you lived in colonial times?
3. What aspect of colonial life would you find the most uncomfortable?

**Assessment:** Have students complete the “Colonial Lifestyle Quiz” (page 35) Each Student will write a five paragraph journal entry summarizing the article.

**Unit:** The Principal People  
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**Lesson Title:** Vocabulary, Facts & Opinions, and Native Words

**Grade Level:** 4

**Lesson Time:** 45 minutes to 1 hour

**Objective:** Students will apply language arts skills in vocabulary. Experience enrichment and discern between opinions and facts.

**Materials:** Copies of the “Colonial Terms (page43), copies of “Native American Words” (Page 45, copies of “Fact Versus Opinion”(page 44), articles in the newspaper, or magazines. Map of U.S. or list of states.

**Procedure:** Reproduce and distribute “Colonial Terms” & “ Native American Words”. Have students complete each page with a partner. They may use dictionaries, Internet, videos, etc. Reproduce and distribute “Fact Versus Opinion” page. Review the concepts of fact and opinion. Have students read an article and do the article analysis.

\*(For homework – Have students take the “Native American Word” sheet home, with a list of states. Have them list the states that have Indian names.

**Assessment:** Teacher observation and homework.

**Unit:** The Principal People  
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**Lesson Title:** Vocabulary

**Grade Level:** 4

**Lesson Time:** 30 minutes to 45 minutes each morning

**Objective:** Students will expand their vocabulary and knowledge of the Eastern Woodland Native Americans.

**Materials:** Class copies of the “Native American Groups” packet.

**Procedure:** Each student will approximately one week to complete the packet. This will be done as “early” morning work, after they have written in their journals. (8:00am –8:30am) or in transition time.

**Assessment:** Completion of the packet. A overall grade will be taken on the entire packet.

**Unit:** The Principal People  
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**Lesson Title:** Native Americans and New Settlers

**Grade Level:** 4

**Lesson Time:** 45 minutes to 1 hour

**Objective:** Students will demonstrate fluency and comprehension in reading historically based text.

**Materials:** Copies of the article “Native Americans and New Settlers,”  
Copies of New Settlers Quiz, additional reading selections from books,  
encyclopedias and Internet sources for enrichment.

**Procedure:** Reproduce and distribute “Native Americans and New Settlers”  
(page 20—23). Review pre-reading skills by briefly reviewing text and  
encouraging students to underline, make marginal notes, list questions,  
and highlight unfamiliar words, as they read.

\*Assign the reading as class work. Non-readers or below grade level  
readers will be paired with a partner.

\*As a class, discuss the following questions:

1. How were Indians affected by the white settlements?
2. What might have happened if all settlers had been like William Penn and Roger Williams?
3. Why was trade so important to both Native Americans and the new settlers?

**Assessment:** Have students complete the “Native Americans and New Settlers Quiz”.

**Unit:** The Principal People  
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**Lesson Title:** Using Time Lines

**Grade Level:** 4

**Lesson Time:** On-Going

**Objective:** Students will learn to derive information from a time line.  
They will create time lines that are relevant to them.

**Materials:** Copies of “Colonial Time Line” (page 61 & 62), research resources, including books, encyclopedias, texts, atlases, almanacs, and Internet sites.

**Procedure:** \*Collect available resources for students to they have plenty of Reference materials.  
\*Reproduce and distribute the Colonial Time Line activity sheet (page 61 & 62). Review the various events listed on the time line.  
\*Have students place additional dates on the time line as described in the assignment on page 62. Inform students that they may also use the readings from previous lessons to find extra dates to include on the time line.  
\*Have students create their own personal time lines as described in the extension activity at the bottom of Page 62.

**Assessment:** Students will share their additions to the time line by adding them to a class time line made of bulletin board paper. They will also share their own personal time lines in groups.

**Unit:** The Principal People  
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**Lesson Title:** Using Maps

**Grade Level:** 4

**Lesson Time:** 45 minutes

**Objective:** Students will learn to use and derive information from a variety of maps.

**Materials:** Copies of “Triangle Trade Maps (page 63), copies of “Map Of the Colonies in 1733” (page 64), copies of “Map of the Colonies in 1763” (Page 65), atlases, almanacs, and other maps for reference and comparison.

**Procedure:** Review the “Triangle Trade Maps” (page 63) activity sheet with students. Point out important features of the maps. Instruct students to answer the questions at the bottom of the page independently.

Review the “Map of the Colonies in 1763 & 1733 (Page 64, 65) activity sheets with students. Have them complete the maps as instructed on the pages.

**Assessment:** Check the map activities with the students. Teacher will check for understanding and review basic concepts.