

Ivey Center for the Cultural Approach to History

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| Lesson Name:  |
| Lesson 1: Mound Builders\*This is the introductory lesson of the unit, ***The Muscogee Indians: The History of a Noble People*** |

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| Author |
| Margaret Koger |

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| Grades  | Subject | Topic |
| 4th Grade | Social Studies | Indian Mounds |

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| Overview/Summary: |
| **TEACHER BACKGROUND:*****This information is provided for the teacher in an effort to build background knowledge and context.*** American Indian cultures have existed in this area for thousands of years. Scientists believe that a large population of Paleo-Indians settled in the southeastern region of what is now the United States after following large mammals, such as mastodons, through northern areas of our continent. For hundreds of years, they lived a nomadic existence as hunters and gatherers. Eventually they created permanent towns and utilized temporary camps while hunting and harvesting seasonal crops. *Prior to the Mississippian Culture, the Archaic Culture (8,000 to 3,000 BC) and Woodlands Culture (3,000 BC to approximately 1670 AD) are important parts of the archaeological record. The Archaic Period is characterized as more of a gathering and hunting life whereas the Woodlands Period is characterized by increasing horticulture expertise and social complexity.*Around 1000 AD, the Mississippian culture evolved. These societies had hereditary rulers, structured religions, political structure, and a complex system of beliefs and economic system based on communal ideals. This American Indian population declined with the arrival of the Spanish explorers in the 16th century. The explorers enslaved and killed some Indians, but even more deadly were the European diseases they introduced.After the Spanish invasion, the American Indians began to rebuild their culture. Although farming and hunting continued, the time of large villages, elite rulers, and priests was over.When European settlers began to arrive in the 1700s, the largest American Indian tribe in the area was a Muskogean tribe (called Creeks by the Europeans).These Indians carried on many native traditions, but also integrated European trade goods into their daily life. They began raising livestock and building log cabins as a result of their contact with European settlers.Many southeast American Indians were forced to give up their land and resettle in Oklahoma during the 1830s. Many of them died on the way as they followed the Trail of Tears. This unit of study seeks to both inform and pay tribute to these noble people. According to the National Endowment for the Humanities, children’s literature, movies, and other media often perpetuate generalized stereotypes, whether positive or negative, in their representations of Native American people. Teaching children about the First Americans is necessary to understanding the history of this country. This should be taught in an accurate historical context that emphasizes their continuing presence and influence within the United States. In this unit of study, students will be introduced to the rich culture and heritage of the Muscogee Nation. Students will gain an understanding and appreciation for these first Americans who once occupied the lands where Ft. Benning now stands. Using the Cultural Approach to History, students will examine this rich nation through analyzing the six dimensions of culture (Politics, Religion, Aesthetics, Intellectual Developments, Social Relations, and Economics) in a given place and time.Throughout the research, it has been noted that the first Americans are known by several different names. The terms Native American, Native People, and American Indians seem to be used interchangeably. Of the three, most sources recognize that the majority prefer the term American Indian. However, the overwhelming preference seems to be to use the unique name of the tribe. In creating these plans, an attempt has been made to respect this preference. However, because the research has revealed that the other terms are also acceptable, the three terms will be used interchangeably as well.  |

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| Unit Name | Estimated Time Needed  |
| ***The Muscogee Indians: The History of a Noble People*** | 1-2 days-for each lessonEstimated time for unit-2 weeks |

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| State/Common Core Standard, Grade Level & Description |
| *Standard Number* |  | *Detailed description of each standard.* |
| **4th Grade Georgia Performance Standard**The student will describe how early Native American cultures developed in North America |  | **SS4H1 The student will describe how early Native American cultures developed in North America.**1. Describe how Native Americans used their environment to obtain food, clothing, and shelter.
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| **Department of Defense Education Activity (DoDEA) Standard 4SS2:** Students analyze the geographic, political, economic, and social structures in the Southeastern region of the United States. |  | **4SS2.b:** Examine the Native American cultures that originated from this region and examine the main features of their art and architecture. |

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| **NCSS Theme** | **Description** |
| *Theme Number* | *Detailed description of each NCSS theme* |
| 1 | Culture |
| 2 | Time, Continuity, and Change |
| 3 | People, Places and Environment |
| 5 | Individuals, Groups, and Institutions |

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| **The Cultural Approach Category** | **Description** |
| *Category* | *Detailed description of each Category that is a focus of this lesson.* |
| Social | How did their mounds the American Indians built reflect their social standings? |
| Intellectual | In what ways did their culture show advance intellectual thinking before the arrival of the Europeans? |
| Economic | How did the arrival of the Europeans impact the economic development of the American Indians, both in positive and negative ways? |
| Religious | How did the American Indian’s religious beliefs influence their respect for nature and the environment? How was this reflected in the monuments they built? |

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| **Handouts/Materials/Textbook Pages/Web Links** |
| *List all of the materials in the lesson. List pages in textbooks and online links.* |
| **All Grade Levels:**<http://www.muscogeenation-nsn.gov/> <http://www.muscogeenation-nsn.gov/Pages/History/history.html> <http://www.bigorrin.org/creek_kids.htm> <http://www.indians.org/articles/creek-indians.html>[**http://www.legendsofamerica.com/na-creek.html**](http://www.legendsofamerica.com/na-creek.html)[**http://www.chattahoocheeheritage.org/2011/11/ft-mitchell-indian-heritage-center/**](http://www.chattahoocheeheritage.org/2011/11/ft-mitchell-indian-heritage-center/)[**http://native-american-indian-facts.com/Southeast-American-Indian-Facts/Creek-Indians-Facts.shtml**](http://native-american-indian-facts.com/Southeast-American-Indian-Facts/Creek-Indians-Facts.shtml)[**http://www.facts4me.com/disp\_subject.php?s\_id=1053**](http://www.facts4me.com/disp_subject.php?s_id=1053)[**https://familysearch.org/learn/wiki/en/Creek\_Indians**](https://familysearch.org/learn/wiki/en/Creek_Indians)[**http://homepages.rootsweb.ancestry.com/~cmamcrk4/index.html**](http://homepages.rootsweb.ancestry.com/~cmamcrk4/index.html)<http://www.aboutnorthgeorgia.com/ang/Creek_Nation> <http://www.loc.gov/today/cyberlc/transcripts/2008/080805flc1200.txt> <http://memory.loc.gov/cgi-bin/query/D?fawbib:15:./temp/~ammem_DUT9>:: <http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4374>  |
| **4th Grade**<http://chnm.gmu.edu/tah-loudoun/blog/lessons/american-indians-and-their-environment/> [**http://education-portal.com/academy/lesson/creek-tribe-history-facts-culture.html**](http://education-portal.com/academy/lesson/creek-tribe-history-facts-culture.html)<http://lostworlds.org/ocmulgee_mounds/>  |

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| **Image** | **Description** | **Citation**  | **URL** |
|  | Indian Mound | Nichols-Hardman House, Gazebo, Georgia Highway 17 & Georgia Highway 75, Nacoochee, White County, GA | <https://www.loc.gov/item/ga0064/>  |
|  | Prehistoric Indian mound, Florence, Alabama | Highsmith, Carol M., 1946- Carol M. Highsmith Archive.Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  | <http://hdl.loc.gov/loc.pnp/pp.print> |
|  | Map of Creek Indians in Georgia | Morgan, S. K. (ed.). (2009). *Creek Tribe.* | <http://www.facts4me.com> |

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| **Guiding Questions** |
| *What should students know or understand at the completion of the unit or lesson?* |
| **All Grade Levels:*** In what ways did the American Indians demonstrate that they were an advanced culture prior to the arrival of the Europeans?
* How did the mounds they built utilize the environment and reflect their political and religious beliefs?
* How and why did their culture change as a result of the European settlers?
* In what ways did the American Indians use the environment to shape their lives?
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| **Lesson Objectives:** |
| * Students will be able to identify the American Indians living in Georgia before the Europeans arrived
* Students will be able to describe how the American Indians used the environment in all aspects of their lives
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**Indicators of Achievement** |
| *List all of the important indicators of achievement (important people, places, and events) and vocabulary that students will need to know at the conclusion of the lesson.* |
| Mound BuildersMississippian EraCreek Nation (As labeled by the Europeans)American IndiansEuropean Explorer |

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| **Sparking Strategy/Warm-Up** |
| *Sparking Strategy (Lesson introduction)* |
| * Have students work in pairs to cite examples of ways we use the environment in 2015. A list will be generated and saved to later compare and contrast with that of the America Indian
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| **Lesson Procedures** |
| *In a numerical list provide a step by step outline of the lesson. Include questions you will ask the students and material you will use.* |
| **Outline (Steps also clarified in Guide Sheet)** |
| 1. Begin by showing <https://www.youtube.com/watch?v=9ZWyHEg9ELg> which chronicles the America Indians who built mounds/monuments in Georgia
2. In small groups, access and read the information from <http://lostworlds.org/ocmulgee_mounds/>
3. Have students pick one of the categories of the Cultural Approach: Political, Religious, Aesthetic, Intellectual, Social, and Economic and make a poster explaining how the Indian mounds addressed that category. In the poster, the reverence and utilization of the environment must be reflected
4. Students will go on a gallery walk to view other groups posters
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| **Differentiation** |
| *Think about students’ skill levels, intelligences, and learning styles.* |
| For the gifted/advanced learner, have these students compare modern day monuments to those the Mississippian Indians built |

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| **Evaluation** |
| * Teacher observation
* Check group’s posters
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| **Citations (as needed)** |
| <http://www.muscogeenation-nsn.gov/> <http://www.muscogeenation-nsn.gov/Pages/History/history.html> <http://www.bigorrin.org/creek_kids.htm> <http://www.indians.org/articles/creek-indians.html> <https://www.brainpop.com/socialstudies/culture/americanindians/> <http://www.aboutnorthgeorgia.com/ang/Creek_Nation> <http://memory.loc.gov/cgi-bin/query/D?fawbib:15:./temp/~ammem_DUT9>:: <http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4374>  |

**Contributor’s comments:** Thank you so much for this valuable feedback. Being able to help in some small way to create lessons that are both historically accurate and honor the legacy of the tribes is both a privilege and a learning opportunity for me as an educator.