

Tennessee Tech University  
Lesson Plan Template

Name: Ms. Baker  
Date: 11/27/13  
Lesson Title: The Life of the Cherokee Indians  
Grade/Level: 4th grade

Curriculum Standards

*State/Common Core Curriculum Standards*

**Tennessee State Social Studies Standards:**

**Culture Content Standard: 1.0**

1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

4.1.spi.1. identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, Mississippi Mound Builders).

4.1.spi.3 determine how various groups resolve conflict (i.e., school, tribal councils, courts).

**Governance and Civics Content Standard: 4.0**

4.01 Discuss the structure and purposes of governance.

4.4.01.a.Explain how Native Americans governed their communities.

**History Content Standard: 5.0**

5.01 Identify the ancient civilizations of the Americas.

4.5.01.a. Identify the ancient civilizations of the Americas at the time of European arrival.

4.5.spi.1. identify Native American groups in Tennessee before European explorations (i.e., Cherokee, Creek, Chickasaw).

**Common Core Standards:**

**The Land and People before European Exploration**

Students describe the legacy and culture of the major indigenous settlements of Tennessee.

4.2 Analyze religious beliefs, customs, and various folklore traditions for the Cherokee, Creek, and Chickasaw, including: (C, TN)

- Principal Chief
- summer and winter homes
- Beloved Woman
- recreation
- clans
- maternal designations

Focus Questions/Big Idea/Goal (List all 3)

*What question(s), big idea(s), and goals drive your instruction?*

**Question:** What are the religious beliefs, customs, and various folklore traditions of the Cherokee?

**Big Idea:** The religious beliefs of the Cherokee centered around agriculture. Some of the Cherokee customs were that the clans would meet together at the council house where there would be one leader during times of war and another during times of peace, beloved women helped the council decide when the town should go to war and helped make decisions during war, and the Cherokee had a home for winter and another home for summer. Also, some of the folklore traditions of the Cherokee were that babies and teenagers becoming adults would participate in a naming ceremony where one of the beloved women would present them with a name depending on their personality or appearance. Another tradition is that

the Cherokee would play games like stick ball and perform stomp dances during ceremonies.  
Goal: Students will develop an interest and an appreciation for the Cherokee Indian way of life.

### Lesson Objective(s)

*Objectives are measurable.*

1. The student will be able to identify a Native American group in Tennessee before European explorations.
2. The student will be able to identify and use the vocabulary terms associated with the life of the Cherokee.
3. The student will be able to describe the life of the Cherokee including: where they lived, their government, their customs, and what they did for recreation.

### Vocabulary/ Academic Language

*List and define your vocabulary. What opportunities will you provide for students to practice content language/vocabulary and develop fluency?*

#### **Vocabulary:**

Plaza: A Spanish word that means "town square." It can also mean an open space in a town or city.

Council: A group of people who make laws.

Ceremony: A formal event at which people gather to express important beliefs.

Beloved Women: Respected female leaders who are loved dearly.

\*The students will practice the vocabulary terms during the vocabulary foldable activity, and use the terms throughout the lesson.

#### **Academic Language:**

Migrate

Region

Agriculture

Clans

Recreation

#### **Instructional Language:**

Objective

K-W-L Assessment

Describe

I Can Statement

### Material/Resources

*What do you need for this lesson?*

- K-W-L FACT Worksheet
- Prepared Vocabulary Foldable
- Naming Ceremony Nametags
- Teacher Prepared Presentation

### Assessment/Evaluation

**Formative:** *How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*

Throughout the lesson, the teacher will monitor students for understanding in a variety of ways. During the set the teacher will use the K-W-L FACT to find out what student already know about the Cherokee. This FACT requires students to think about what they already know, which brings their knowledge about the Cherokee to the surface. During the vocabulary foldable activity, the teacher will walk around the room to observe the students' sentences that include the vocabulary terms. The teacher will give the students feedback on their sentences based on if their sentence uses the term correctly. Also, the teacher will use the probing questions asked during the vocabulary foldable activity to assess the students' current understanding with the terms. Then, during the where would you live and what would you do activity, the teacher will ask probing questions throughout the PowerPoint presentation to get a sense of the class's understanding. Finally, during the clan activity the teacher will walk around the room while the clans are discussing the questions to provide feedback and observe the students' understanding.

**Summative:** *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)*

The teacher will check for mastery by collecting the vocabulary foldable and the K-W-L worksheet. The teacher will be looking at the sentences that the students created for each vocabulary term to check for mastery of the vocabulary terms. The teacher will be looking at the K-W-L worksheet, mainly the "This is what I learned" column, to check for mastery of the first and 3rd objectives.

<p>Instruction (Include a suggested time for each major activity) Total lesson time: 55 minutes</p>	<p>List Questions for higher order thinking <i>These cannot be answered by yes or no.</i> (Identify Bloom's Level of Thinking)</p>
<p>Set/Motivator: <i>How will you engage student interest in the content of the lesson? Use knowledge of students' academic, social, and cultural characteristics.</i></p> <p><b><u>K-W-L FACT: 5 minutes</u></b></p> <p>The teacher will pass out the K-W-L worksheet to each student and tell the students that they have two minutes to write what they already know about the Cherokee in the first column. In the second column the students will write what they want to find out about the Cherokee, and they will have one minute to write. After the students have completed this portion of the worksheet, the teacher will call on a few students to share what they already know about the Cherokee. Then the teacher will call on a few students to share what they want to find out. After the students are done sharing, the teacher will collect the worksheets and keep them so he or she can give them back to the students for the closure.</p>	<p>Remember: What do you know about the Cherokee? What do you want to find out about the Cherokee?</p>
<p>Instructional Procedures/Learning Tasks: <i>Provide specific resources/details of lesson content and delivery.</i></p> <p><b><u>Vocabulary Foldable: 15 minutes</u></b></p> <p>The teacher will tell the students that today they are going to be learning about how the Cherokee Indians lived, and now that the lesson has started they have become Cherokee Indians themselves. But, in order for them to start acting like Cherokee Indians they have to understand some of the vocabulary terms first. First, the teacher will display the PowerPoint presentation that he or she will be using throughout the lesson. Then the teacher will go to the first slide that lists the vocabulary terms and the definitions. The teacher will read each vocabulary term and the associated definition to the class, and ask the students probing questions to help them understand the word and make connections that will help them remember the definition. Next, the teacher will pass out the prepared foldable, which is located at the end of the lesson (after the teacher has copied enough foldables for each student, he or she will have to fold the paper hotdog style and cut the flaps for each foldable ahead of time). The teacher will then tell the students to refer to the PowerPoint and write the definition of the vocabulary terms under each flap. The students will also have to create one sentence for each vocabulary term that uses the term in the sentence, and write it under the associated flap. The students will keep the vocabulary foldable on their desk to refer back to during the lesson if they need to, but when the lesson is over they will turn their foldables in to the teacher.</p> <p><b><u>Naming Ceremony: 5 minutes</u></b></p> <p>Next the teacher will tell the students that since they are Cherokee Indians, now, they need their Cherokee names. The teacher will explain to the students that it is Cherokee tradition that a Cherokee Indian participate in the naming ceremony a few days after they are born and again when they reach adulthood. Also, that the names would be given by one of the beloved women, and that they would be based on personality or appearance. Then the teacher would tell the students that he or she is a beloved woman of the class Cherokee tribe, and that he or she is going to present each student with their Cherokee name. The teacher will call a table up at a time, and present each student with their name tag that has their Cherokee name and the meaning of their name in English. The name tags will also have a picture that represents one of the Cherokee clans that the students will be using during the clan activity. Also, the teacher will tell the students that she will be referring to them by their Cherokee name and they have to refer to each other by the Cherokee name.</p>	<p>Understand: How could you use the word council in a sentence?</p> <p>Analysis: If I asked you to draw a picture to help you remember the definition of a plaza, what would it look like?</p>

<p><b><u>Where would you live and what would you do?: 15 minutes</u></b></p> <p>After each student receives his or her Cherokee name, the teacher will move on to talk about where the Cherokee lived and their homes. The teacher will move on in the PowerPoint presentation to the slide that talks about the location of the Cherokee tribe. The teacher will explain to the students that the Cherokee migrated from present-day Mexico to Tennessee about 3,000 to 4,000 years ago, and claimed thousands of acres of land from the Ohio River to the middle of present-day South Carolina. Then the teacher will show on the map, in the presentation, that this region includes Tennessee, and explain to the students how Tennessee got its name from the name of one of the Cherokee towns in the Tennessee region. Next, the teacher will move on in the presentation to talk about the Cherokee towns, where they chose to build their towns because they depend on agriculture, and how agriculture is an important part of Cherokee religion. The teacher will also explain that the towns included a plaza, summer and winter homes where the families would live with the wife's family, and a council house. Next, the teacher will move on in the PowerPoint presentation to talk about what the Cherokee would do for recreation. The teacher would explain that the Cherokee would play stick ball, weave baskets, and stomp dance.</p> <p><b><u>Clan Activity: 10 minutes</u></b></p> <p>Next, the teacher will move on in the PowerPoint presentation to talk in more detail about the council house and what they were used for. The teacher will explain to the students that the Cherokee used the council house for meetings and ceremonies. Also, when the Cherokee had meetings in the council house, the clans would come together, vote on issues, and there would be one leader to take charge of the meeting. The teacher will explain that there were two different leaders and the role of the beloved women. Then, the teacher will explain to the students that they are going to participate in a council meeting. The teacher will move on in the PowerPoint presentation to the slide that shows the symbols of each clan and what the symbol means, tell the students that their clan symbol is on their nametag, and that they need to group themselves into their clans. After the students have grouped themselves in their clans, the teacher will designate a beloved woman for each clan, tell the students that they will be presented with a question, and that they have to come up with an answer as a clan based on the beloved woman's approval. After each clan has their answer, the teacher will call on various clans to give their answer. Then as a Cherokee tribe they will vote on the best answer.</p>	<p>Analyze: Why do you think the Cherokee migrated to TN?</p> <p>Evaluate: Do you think it was beneficial for the Cherokee to build their towns close to water and good soil? Why or Why not?</p> <p>Create: Describe a new ceremony that your clan would like to have become a new Cherokee tradition. This ceremony has to be celebrated in the town plaza.</p> <p>Create: Describe a law that your clan would want to implement in the Cherokee town?</p> <p>Analyze: What about the Cherokee council meetings is similar to how we make decisions in our government?</p> <p>Analyze: How does the Cherokee government compare and contrast to our, the American, government?</p> <p>Evaluate: Do you think it was a good or bad thing having two different leaders? Why?</p>
<p>Closure: <i>Verbalize or demonstrate learning or skill one more time. May state future learning</i></p> <p><b><u>K-W-L FACT: 5 minutes</u></b></p> <p>Next, the teacher will return the K-W-L worksheet to each student so they can fill out the column for this is what I learned. The students will have to list one thing they learned about where the Cherokee lived, one thing about their homes, one thing about Cherokee council houses, and one thing about what they did for recreation. After the students have completed their K-W-L worksheet they will turn it and their vocabulary foldable into the teacher. Then the teacher will explain to the students that since the lesson is over, they are now students at Linden Elementary again.</p>	<p>Understanding: What did you learn about the Cherokees?</p>

**Adaptations to Meet Individual Needs:** *How will you adapt the instruction to meet the needs of individual students? Include - ELL?; SPED?; Gardner's Learning Styles - Name and specify what happens in the lesson that uses each learning style listed; Other individual needs of the students/class you are teaching?*

**Gardner's Learning Styles:**

Verbal/Linguistic- Students will be creating sentences that use the vocabulary terms and explain the definitions. Also, students will be writing what they already know, what they want to know, and writing what they have learned when completing the K-W-L worksheet, and they will be constructing their knowledge of Cherokee Indians by listening to the teacher and reading information of the powerpoint.

Visual/Spatial- The PowerPoint presentation that the teacher prepares will have pictures of the Cherokee houses and towns. Also the presentation will have maps that show the location of the Cherokee tribe and their route of migration.

Intrapersonal- Students will be working individually when completing the K-W-L worksheet and the vocabulary foldable.

Interpersonal- Students will be working in groups during the clan activity where they have to discuss and create an answer as a group.

Bodily/Kinesthetic- The students will be acting out and participating in a Cherokee naming ceremony and council meeting to better understand some of the Cherokee customs and folklore traditions.

For both ELL and SPED students, the teacher will assign a buddy who works well with others and is willing to help. Also, the teacher will use visuals whenever it is possible.

**Management/Safety Issues:** *Are there any management and/or safety issues that need to be considered when teaching this lesson?*

When the teacher is ready to begin the lesson, she will tell the students that it is time to start the lesson, and if they are ready to participate, they need to put their thumbs in the air with their mouths closed. When the students are transitioning from doing the K-W-L worksheet, from doing the vocabulary foldable, and from doing the clan activity the teacher will regain the students' attention by saying: "If you are ready, put your thumbs in the air and wave them like you just don't care." This will get the students' attention from what they were doing to what the teacher is saying. If the students' get out of control during an activity, the teacher will clap his or her hands in a rhythm and have the students copy, or the teacher will say, aloud, how he or she likes what a certain student is doing and give that student a ticket; the teacher will keep doing this until the other students catch on to what they should be doing. If the students get too out of control, the teacher will tell the the students that they have to put their heads on their desks for awhile, or until they can calm down. There are no foreseeable safety issues.

**Rationale/Theoretical Reasoning:**

**Rationale/Misconceptions:**

Many students believe that all Native Americans lived in teepees, but the Cherokee did not. The Cherokee Indians had one home for winter and one home for summer, where they built their homes by weaving small branches between wooden posts and then plastering mud over the frame. Also, students believe that the native Americans were all very aggressive savages because that is usually how they are portrayed in different forms of media. The Cherokee Indians were peaceful people, which the students can see when they participate in the lesson.

[http://www.toptenz.net/top-10-common-misconceptions-about-native-americans.php#\\_/term\\_](http://www.toptenz.net/top-10-common-misconceptions-about-native-americans.php#_/term_)

**Multiple Intelligences:**

This lesson was created to reach a number of multiple intelligences present in Howard Gardner's Theory of Multiple Intelligences. The lesson specifically address verbal/linguistic, visual/spatial, intrapersonal, interpersonal, and bodily/kinesthetic learning styles in order to help students with varied learning styles grasp concepts about the Cherokee Indians' religious beliefs, customs, and various folklore traditions.

Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.

**Vygotsky:**

Vygotsky's theories explain the importance of social interaction in learning. This lesson incorporates Lev Vygotsky's Sociocultural Theory by having the students work in groups during the clan activity to create an answer as a group, which

helps students construct understanding from listening to each other's ideas.

Vygotsky, L.S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

### **Bloom's Taxonomy:**

The teacher is using Benjamin Bloom's Taxonomy by asking remember, understand, analyze, and evaluate questions, rather than yes or no questions. These types of questions allow students to use a higher order of thinking, which helps them to understand the various religious beliefs, customs, and folklore traditions of the Cherokee Indians.

Bloom's Taxonomy. (n.d). Retrieved from [http:// www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

### **Marzano's Nine Essential Instructional Strategies:**

Identifying Similarities and Differences- Having students compare and contrast things helps them to understand more complex ideas. In this lesson to help the students understand the Cherokee government, the teacher will ask the students to compare it to our government. Also, to help students understand what life was like for the Cherokee in Tennessee, the teacher will ask the students how living in Tennessee is different today.

Reinforcing Effort and Providing Recognition- If a student is struggling, the teacher should pause to discuss the problem, then prompt with suggestions. If the student's performance improves, offer praise. In this lesson, the teacher will walk around the room during the vocabulary foldable activity to make sure students are able to include each vocabulary term in a sentence. If a student is struggling, the teacher will pause, offer suggestions, and offer praise when the student figures it out.

Nonlinguistic Representations- Incorporating images, symbols, and physical movement helps the brain stimulate increasing activity. In this lesson, the teacher will display a PowerPoint presentation that includes pictures to represent the Cherokee towns, and maps that represent the route the Cherokee migrated and the location of where they live. Also, the students will be acting out and participating in a Cherokee naming ceremony and council meeting.

Cooperative Learning- Putting students into groups during learning has a positive impact. In this lesson, the students will work in groups during the clan activity to discuss questions and come up with answers as a group.

Setting Objectives and Providing Feedback- Setting objectives and providing feedback provides students with a sense of direction. The teacher set objectives for the students when creating this lesson, and provides feedback during the lesson's formative assessments. Also, students receive feedback throughout the lesson and when their vocabulary foldables and K-W-L worksheets are returned with comments.

Information taken from <http://www.middleweb.com/MWLresources/marzchat1.html>

References: *List the references used in this lesson*

### **Information in PowerPoint Presentation:**

Dr. Viola, Herman J. *Social Studies Tennessee: United States the Early Years*. MA: Houghton Mifflin, 2009. Print.

### **Images in PowerPoint Presentation:**

[www.googleimages.com](http://www.googleimages.com)

### **Cherokee Names:**

<http://www.warpaths2peacepipes.com/native-american-indian-names/cherokee-names.htm>

<http://www.snowowl.com/swolfNAnamesandmeanings2.html>

*Reflections/Future Modifications: To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?*

I believe that the class learned what I intended them to learn based on the amount of time I had to teach my lesson. Throughout my lesson I would ask the students to remind me of the vocabulary definitions, and each student that responded was able to correctly describe the definition in their own words. Also, when the students were filling in the last column of their K-W-L worksheet, at the end of the lesson, they were able to correctly describe where the Cherokee lived and one thing about their homes. My next steps instructionally would be to look at the 2nd column of the K-W-L worksheet to figure out what the students want to learn about the Cherokee Indians. I would take what they said into consideration for my next steps. I would also move on to talk about the Creek and Chickasaw Indian tribes in Tennessee. I learned that my students are active learners. They really seemed to enjoy acting out the naming ceremony and the council meeting. I also learned that my students like to learn by seeing. They were really engaged with the pictures that I put in my powerpoint presentation, and they were able to connect the picture to the information they were learning. My students enjoyed receiving their own Cherokee names, which let me know that they learn better when the information is personal to them. Once I gave the students their Cherokee names, told them that they were Cherokee Indians, and that we were going to learn about their people, they were more engaged and willing to learn. What I learned about myself as a teacher is that I do better when I am excited about the topic I am teaching. Today, I was very excited to teach about the Cherokee Indians, and I think I taught the information better because I was excited. I also learned that I need to pay more attention to the time and pacing of my lessons. When I teach I get so focused on what I am doing, that sometimes I don't save enough time to get through all the activities. I have learned that I need to pace my activities out better, and find some way to know how much time I have left to teach at all times. Overall, I think my lesson went very well because my students learned what I intended them to learn, I learned what type of learners my students are, and I learned a lot about what kind of teacher I am.

## **The Cherokee Indians**

Name:

Date:

<b>K-</b> This is what I already Know	<b>W-</b> This is what I WANT to find out	<b>L-</b> This is what I LEARNED
		About where the Cherokee Lived
		About the Cherokee Homes
		About Cherokee Recreation
		About Cherokee Council Houses



# The Cherokee Indians

Name:

---

Date:

---

Plaza

Council

Ceremony

Beloved  
Women

↓  
Fold

# The Cherokee Indians

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Plaza

Council

Ceremony

Beloved  
Women

↑ Cut

↑ Cut

↑ Cut

|