

Creek and Cherokee Research Project



Standards

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

- Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
- Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

- Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
- Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees.

- Identify specific locations significant to the life and times of each historic figure on a political map.
- Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
- Describe how each historic figure adapted to and was influenced by his/her environment.
- Trace examples of travel and movement of these historic figures and their ideas across time.
- Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

Essential Question

How can I use research skills to describe the lives and contributions of the Creek and Cherokee?

Technology

Creek Indians

- <http://www.forsyth.k12.ga.us/cms/lib3/GA01000373/Centricity/Domain/94/documents/creek.htm>
- http://www.bigorin.org/creek_kids.htm
- <http://native-american-indian-facts.com/Southeast-American-Indian-Facts/Creek-Indians-Facts.shtml>
- <http://nativeamericans.mrdonn.org/southeast/creek.html>
- http://www.facts4me.com/disp_subject.php?s_id=1053

Cherokee Indians

- http://www.bigorin.org/cherokee_kids.htm
- <http://native-american-indian-facts.com/Southeast-American-Indian-Facts/Cherokee-Indians-Facts.shtml>
- <http://www.kidport.com/reflib/socialstudies/nativeamericans/Cherokee.htm>
- http://www.fun-facts.org.uk/america/native_american_cherokee.htm

Differentiation

Students will research two Native American tribes and choose one for a culminating project. Students will choose between an ABC book or a Pop-Up book.

Assessment

Project will be assessed using a rubric (see below).

Name: _____

Project Description

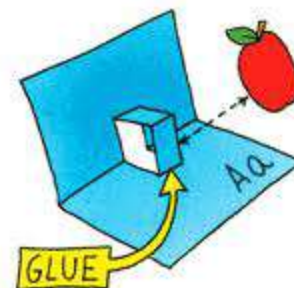
ABC Book

Use one of your booklets and your research information to create an ABC book about the Cherokee or Creek tribe. Using the ABC planning sheet, you will begin by brainstorming words for each letter of the alphabet that relate to the tribe that you chose. For this project you must have 15 pages about your tribe. In other words, instead of having 26 pages (one for each letter of the alphabet) your ABC book will only feature the 15 words that you feel tell the most about the tribe. On each alphabet page you will need to include the letter and word (or phrase) at the top of the page. In complete sentences, you need to tell how this word (or phrase) relates to the tribe. Try to not repeat the information that you put on one page on other pages of your book. Make each page contain different facts. You will then create an illustration (drawings or pictures you print off the internet) to go along with the information on the page. Your book will also need to have a cover with the name of the tribe you researched, and your name.



Pop-Up Book

Use one of your booklets and your research information to create a pop-up book about the Cherokee or Creek tribe. Using the Pop-Up book planning sheet, you will begin by brainstorming the three pictures that you want to “pop”. You will use notecards to draw the pictures and then you will cut them out and attach them to the pop-up pieces. In addition to the three pop-ups, you will write information on 6 3x5 notecards. Each notecard will have a different heading (ex. Food). The notecards will be attached to the top and bottom of the pop-up book.



I would like to choose the _____ tribe. I would like to complete the _____ project.

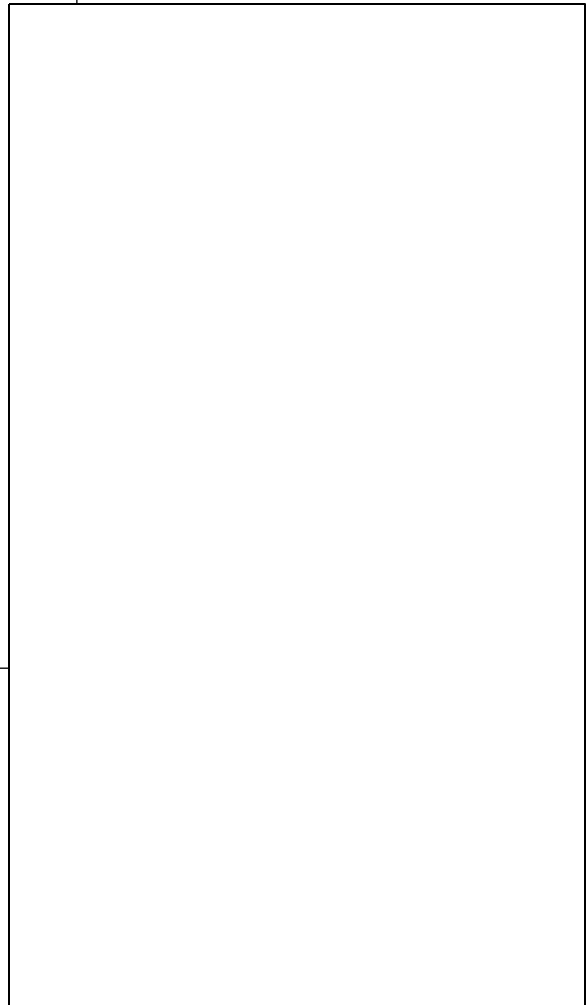
Name: _____

Planning Page for ABC book

Letter	Word of phrase that starts with this letter
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Explanation of why or how this is associated with this tribe

Picture related to letter

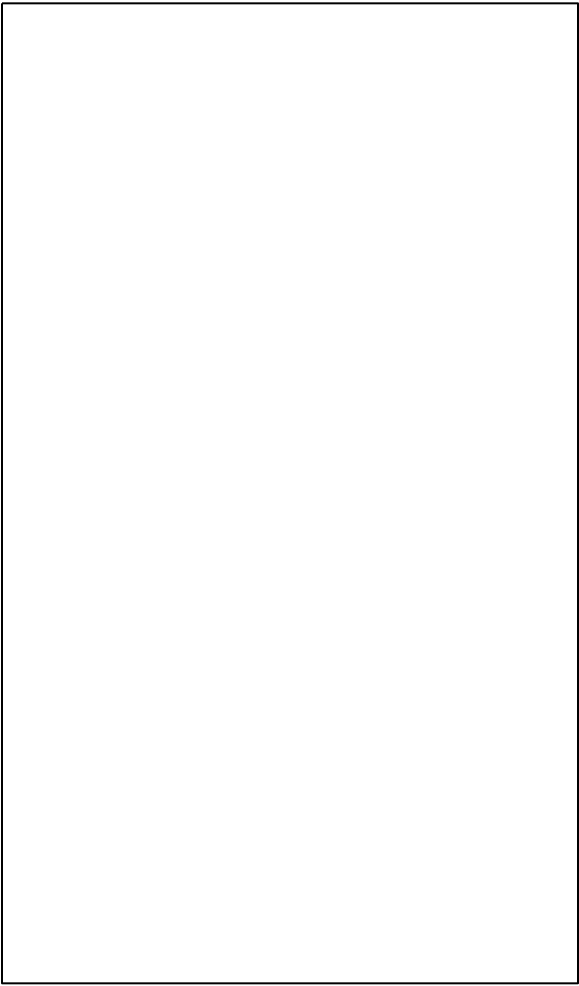


Planning Page for Pop-Up Book

Picture 2

Name: _____

Picture 1



Topic 1

A rectangular box with a thin black border. It contains a single horizontal line centered within the box.A rectangular box with a thin black border. It contains ten horizontal lines, evenly spaced, filling the box from top to bottom.A rectangular box with a thin black border. It contains five horizontal lines, evenly spaced, filling the box from top to bottom.

Topic 2



Creek and Cherokee Research Project Rubric



Name: _____

<u>Criteria</u>	<u>Possible Point Values</u>				
<p><u>FACT FINDING:</u> You used at least 3 resources (book and internet resources) to locate information about your topic. You completed your research booklets on the Creek and Cherokee. You included a lot of information in your booklets.</p>	20	16	12	8	4
<p><u>CONTENT ACCURACY:</u> Your project contains accurate facts and information about your topic. You included enough detail to give an accurate picture of the Creek or Cherokee culture.</p>	20	16	12	8	4
<p><u>COMPLETENESS:</u> Your project contains all of the required parts mentioned on the project description and follows the directions related to the project that you selected to complete.</p>	20	16	12	8	4
<p><u>WRITING CONVENTIONS:</u> On the written parts of your project, you applied conventions of grammar (complete sentences, capitalization, punctuation, and correct spelling).</p>	10	8	6	4	2
<p><u>CREATIVITY:</u> The writing and illustrations in your product show creative thought.</p>	10	8	6	4	2
<p><u>TIME MANAGEMENT:</u> Time was used efficiently (no wasted time). You managed impulsivity in order to insure that you were not a distraction to others working around you.</p>	10	8	6	4	2
<p><u>NEATNESS/ORGANIZATION:</u> The components (pictures and writing) of the project and the booklets you completed are neat, organized, and reflect your best effort.</p>	10	8	6	4	2
<p>Grading for standards-based: 4= 97-100 3= 80-97 2= 70-80 1= below 70</p>					<p>Total Points on Project</p>

Teacher's Comments:

