

**WE ARE
STILL HERE
TEACHER
GUIDE**

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PRE-TOUR ACTIVITY: ORAL STORYTELLING TRADITION OF NATIVE AMERICANS

General Description of Lesson

This lesson will expose students to the tradition of oral storytelling among Native Americans and show how these stories were used to explain culture and the natural world at a time before written language.

Objective/Standard (Learning Targets)

- Students will compare and contrast their own ways of learning about their culture with the method of traditional Native American storytelling.
- Students will analyze examples of Native American oral stories.
- Students will show understanding by creating their own oral story.

Standards

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

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

SS3H1 Describe early American Indian cultures and their development in North America.

ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Materials Needed

- Printed Copies of the Oral Storytelling handout
- Pencils
- Colored pencils, markers, blank paper (for assessment)
- Whiteboard with markers
- Laptop with projector and audio and/or interactive screen and/or individual devices for students to watch videos

Activate Knowledge

- Begin by writing the following question on the board: What are the different ways we tell stories? Elicit answers from students such as: books, movies, television, TikTok, talking, etc.
- Introduce the topic to students by reviewing the vocabulary words: cultural traditions, generation, and oral storytelling. Write the words on the board and discuss the definitions by talking through the following questions:
 1. What are the components of culture? (food, holidays, language)
 2. What are some of the differences between you, your parents/aunts and uncles, and your grandparents? What kinds of things do you and your older relatives have in common? What is different?
 3. What are some of the reasons telling a story verbally (orally) could be easier than telling it using other methods? What are some of the ways it could be harder?

PRE-TOUR ACTIVITY: ORAL STORYTELLING TRADITION OF NATIVE AMERICANS

Activities/Work Period/Student Tasks

- Students will read the short paragraph at the top of the worksheet. Then in pairs or independently, students will answer the three questions.
- Teacher will ask students to share their answers with the class, emphasizing how much students learn just from hearing stories from others.
- Explain to the students that they will be watching two examples of Native American oral storytelling. For each one they will answer two questions:
 1. What is the lesson or explanation that is being shared in the story?
 2. What details are most important to the story?
- Show Video 1: The Star that Does Not Move. Afterwards, allow time for the students to complete the chart.
- Show Video 2: The Fox and the Stars. Afterwards, allow time for the students to complete the chart.
- Ask students to share their thoughts about each story. Explain that these are typical of the style of Native American oral storytelling.

Draw a Venn Diagram on the board. Solicit answers from students about how this type of storytelling is both similar to and different from the kinds of storytelling they usually experience. (connects to activity in Activate Knowledge section)

Formative Assessment

This assessment can be used as a classroom assessment, homework, or ticket-out-the-door.

Using the style of Native American oral tradition, create your own story that explains one of the following. You can work on your own or with a partner.

1. Why the sun rises each day.
2. How mountains were created.
3. Why we should be kind to others.

Remember that Native American storytelling often used animals or the natural world to tell their stories.

There are many ways to share your story. You can write it down, make a storyboard of pictures, or any other way your teacher approves.

Notes

Video 1 Link:

<https://www.youtube.com/watch?v=dtBqbMfuq1I&list=PLS6nSmuURFJBLIE-4ulPJMYxOV4Zpj1WZ&index=9>

Video 2 Link:

<https://www.youtube.com/watch?v=dcW4hYlwwPI&list=PLS6nSmuURFJBLIE-4ulPJMYxOV4Zpj1WZ&index=6>

Additional similar videos are available on YouTube through the SmithsonianNMAI channel.

ORAL STORYTELLING TRADITIONS OF NATIVE AMERICANS

Native Americans have a strong culture of storytelling. Stories have always been told to share history, religion, and cultural traditions. They connect one generation to the next, and they also create tight bonds among tribes and families. Before Native Americans had a way to write down their stories, oral storytelling was the only way for them to be shared.

How have you learned about:

1. How to treat other people?

2. The history of your family?

3. Cultural traditions like holidays?

Share your answers with a partner, your group, or your class. Think about how much of what you learned is based on what you have been told through stories from other people.

Native American oral tradition used stories—often about people, the natural world or animals—to share all of these ideas.

Now watch each of the following videos that show examples of Native American oral tradition. Use the questions on the next page to help you think about each video.

The Star the Does Not Move (Paiute)

www.youtube.com/watch?v=dtBgbMfuq1I&list=PLS6nSmuURFJBLIE-4ulPJMYxOV4Zpj1WZ&index=9

The Fox and the Stars (Chippewa)

www.youtube.com/watch?v=dcW4hYlwwPI&list=PLS6nSmuURFJBLIE-4ulPJMYxOV4Zpj1WZ&index=6

ORAL STORYTELLING TRADITIONS OF NATIVE AMERICANS

After you watch each video, answer these questions:

The Star that Does Not Move (Paiute)	The Fox and the Stars (Chippewa)
<p>What is the lesson or explanation that is being shared in the story?</p>	<p>What is the lesson or explanation that is being shared in the story?</p>
<p>What details are most important to the story?</p>	<p>What details are most important to the story?</p>

Create Your Own Oral Tradition

Using the style of Native American oral tradition, create your own story that explains one of the following. You can work on your own or with a partner.

1. Why the sun rises each day.
2. How mountains were created.
3. Why we should be kind to others.

Remember that Native American storytelling often used animals or the natural world to tell their stories.

There are many ways to share your story. You can write it down, make a storyboard of pictures, or any other way your teacher approves.

GEORGIA GEOGRAPHY AND NATIVE AMERICAN LIFE

General Description of Lesson

This lesson is a general review of maps and landforms with key information and questions that guide students to consider why Native Americans lived in Northern Georgia, how they were forced to move, and the challenges they faced.

**If time is limited and you may only do one lesson to prepare students, use the activities on Page Two (instructions begin at the break)*

Objective/Standard (Learning Targets)

- Students will analyze and create components of maps to understand state and regional geography, landforms, and weather
- Students will use maps to make inferences related to the Trail of Tears and the forced removal of Native Americans
- Students will use graphs to understand differences between regions and how it impacted lifestyles of Native Americans

Standards

3rd Grade Map and Globe Skills (6: use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps; 7: use a map to explain impact of geography on historical and current events; 8: draw conclusions and make generalizations based on information from maps)

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

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

SS3H1 Describe early American Indian cultures and their development in North America.

SS3G3 Describe how physical systems affect human systems.

Materials Needed

- Printed copies of two Pre-Tour Activity handouts
- Pencils
- Coloring materials
- Dry erase or classroom chalkboard

Mini Lesson

- Begin the lesson by discussing the word "landform." Options can include writing it on the boards, asking what kind of word it is (compound word: land and form), picking out key words, or having students create a definition in their own words. Review the definition of Landforms at the top of Pg. 1 of the Pre-tour Activity handout by reading it aloud as a class.
- Next, write the examples of landforms on the board, asking students to share more examples from around the world. Students can help you put a star or check mark next to landforms they've seen in the state of Georgia.
- Wrap up by telling students that certain landforms can make it easy for people to live in a place, such as rivers or lakes; for thousands of years, Native Americans called Georgia home for exactly that reason. In the lesson, students will learn more about why tribes like the Creek and Cherokee chose to live in northern Georgia.

GEORGIA GEOGRAPHY AND NATIVE AMERICAN LIFE

Activities/Work Period/Student Tasks

- Review the major parts of the Map of Georgia, including a compass and a key. Guide students in labeling the four directions. Remind them that this is a map of our state and have them shade it lightly in green.
- Ask them what symbols they notice and landforms they represent. Have the class complete the next activities on the page. Next, ask students what kinds of landforms and weather they have seen in the northern part (Valley and Ridge and Blue Ridge) of Georgia. Have them put a checkmark next to each of the landforms/ kinds of weather on their page.
- Now that they've gotten more familiar with their home state, imagine that they and their families are forced to move thousands of miles away. Have them record their feelings and what they would miss in a list on the board.
- Next, read the information at the top of the page aloud with the class. You might project the map onto the board to make it easier for students to follow along. Using the map key, ask students to name each of the Native American tribes that were forced to move. Encourage students to trace the route of each tribe with their finger and name the states they pass through.
- Set the stage for them to imagine Native American life in the 1800s. Remind them that it was a time when there were no cars, and roads were dirt trails. Native American houses were made of bark, sticks, and other things from nature. Food was hunted, gathered, or grown; there were few stores. Now ask them how each tribe would have traveled from their respective homes to "Indian Territory" (or modern day Oklahoma).

Have students complete questions 1 and 2 with a partner. Have one side of the room represent the route the Seminole took (travelling by water on a boat); have another side represent the route other tribes took (overland by walking). Have students move to which side they think would have been harder to travel. Call on students to explain their answers.

Assessment

Key Question!

Use this question to assess students' understanding of what they learned. It can be collected as participation, an exit ticket, etc. Students can write 1–2 sentences, make a list, or draw a picture. Tell them to infer (make an educated guess; see note) what kinds of challenges Native Americans experienced on their journey and what struggles they would face in their new home. Encourage them to use their background knowledge and the maps to guide their answers.

Notes

If infer is a new word for students, tell them that it means an educated guess. To make an inference means to answer using the best knowledge you have. For instance, if the teacher walked in with an umbrella, what could you infer the weather is like?

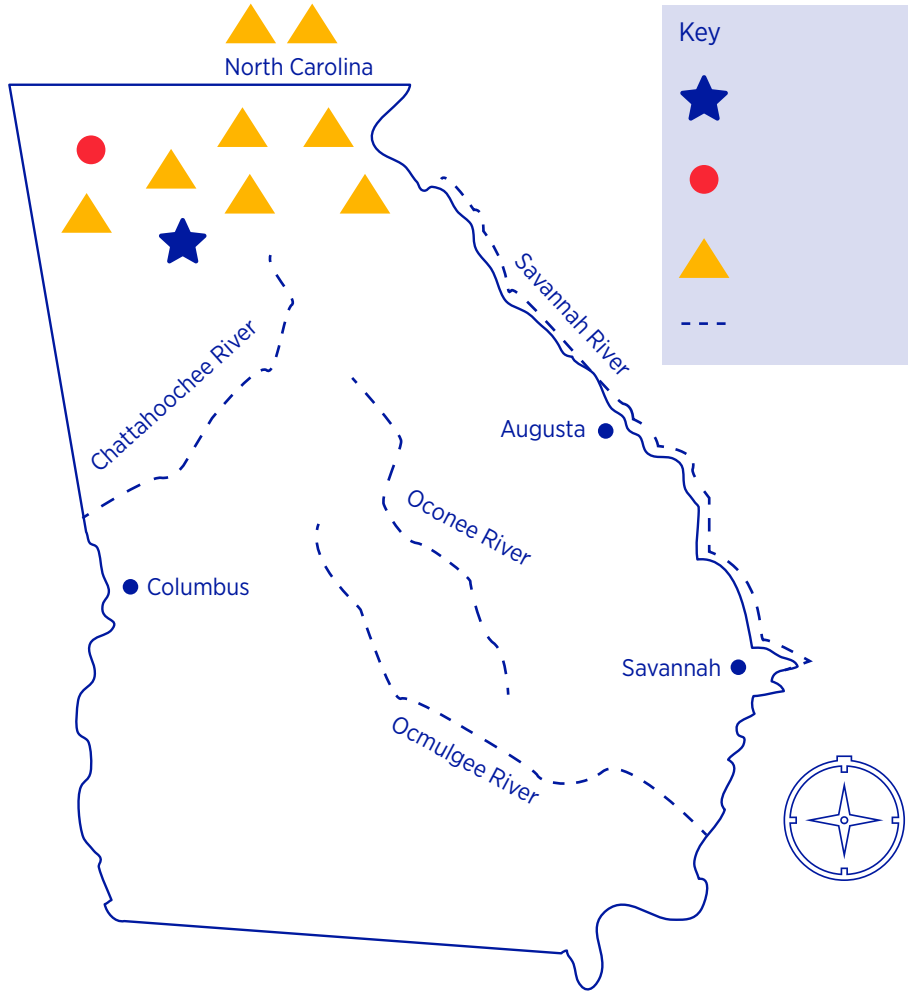
GEORGIA: GEOGRAPHY AND NATIVE AMERICAN LIFE

Landforms are natural formations on the surface of Earth, like mountains, valleys, and rivers. Landforms can also impact where people live and why.

- Label the compass with the four directions
- Lightly shade the state of Georgia green
- Trace the rivers blue

Next, create a key in the box to show what each of the symbols mean

- Label the star with Georgia’s capital city, Atlanta
- Label the red circle New Echota; this was the capital city of the Muscogee Creek tribe
- Label the triangles the Appalachian Mountains
- Label the blue line rivers



Put a checkmark next to the kind of weather and landforms we have in northern Georgia:

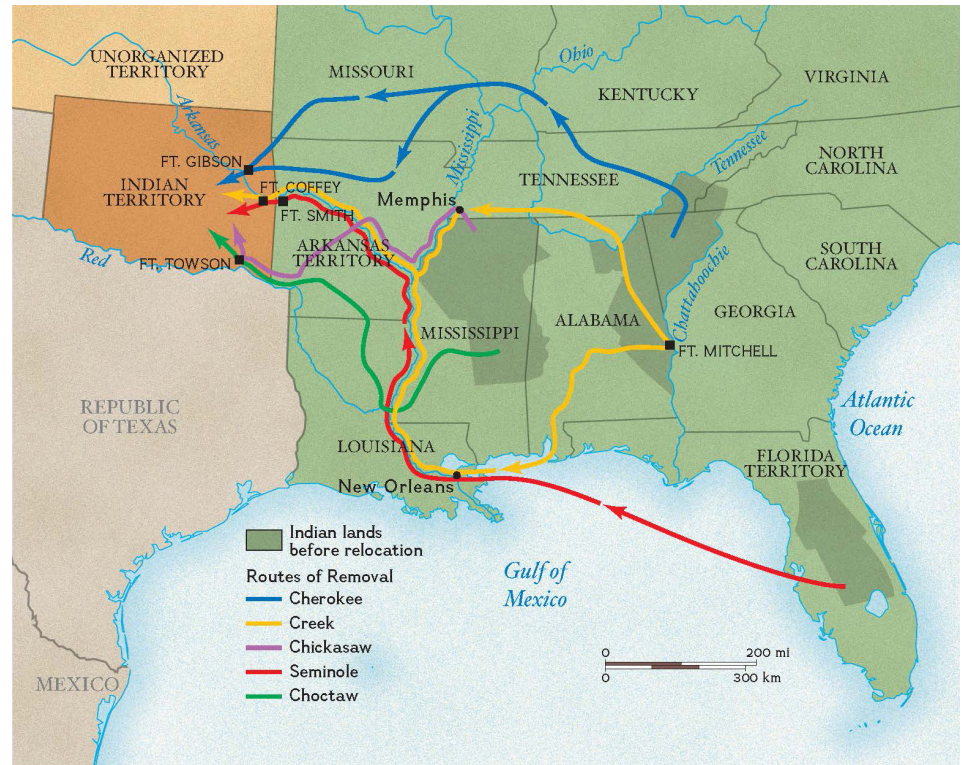
- | | | |
|----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Forests | <input type="checkbox"/> Deserts | <input type="checkbox"/> Rivers |
| <input type="checkbox"/> Rainy | <input type="checkbox"/> Snowstorms | <input type="checkbox"/> Warm Temperatures |

What about the weather and landforms of northern Georgia would make Native Americans and colonists from Europe want to live there?

GEORGIA: GEOGRAPHY AND NATIVE AMERICAN LIFE

Imagine you and your family were forced to move thousands of miles away to a place that was very different from your home. How would you feel and what would you miss?

This is just what the Cherokee, Muscogee Creek, and other Native American tribes experienced two hundred years ago. The arrows on the map below show the different tribes that were forced to move and their routes. Some of them journeyed 2,000 miles!



education.nationalgeographic.org/resource/indian-removal/

1. This happened before the invention of cars or planes. By looking at the arrows, how do you think people would have traveled?

What would be the easiest way? The hardest?

2. What was the new land called that they were moved to?

Key Question!

What kinds of challenges can you infer the tribes faced along their journey and once they arrived?

POST-TOUR ACTIVITY: WHY IS IT IMPORTANT TO PRESERVE NATIVE LANGUAGES?

General Description of Lesson

This activity is designed to build on the experience students had during the We Are Still Here tour, specifically the Cherokee language activity. As a follow up, students will read a brief paragraph about the loss of native languages, then watch some short language lessons from [OsियोTV: Let's Talk Cherokee](#). Using this context they will be prompted to think about why it is important for the Cherokee people to continue to speak their native language.

Objective/Standard (Learning Targets)

- Students will be able to compare and contrast Cherokee language to their own.
- Students will be able to describe the basic components of the Cherokee language developed by Sequoyah.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

SS3H1 Describe early American Indian cultures and their development in North America.

Materials Needed

- Printed Copies of the Preserving Native Languages handout
- Pencils
- Colored pencils, markers, blank paper (for assessment)
- Whiteboard with markers
- Laptop with projector and audio and/or interactive screen and/or individual devices for students to watch videos

Activate Knowledge

- Ask students to share what they remember from the language station during the tour. Was it hard to match the words? How was the Cherokee syllabary different from our English alphabet?
- Write the following vocabulary words on the board: oral, extinct, elders, and increase. Discuss the meaning of each word. For example, compare the idea of an extinct language to an extinct animal; have students share who the elders are in their own family or community; allow students to do a simple thumbs-up or thumbs-down for the term increase.

Activities/Work Period/Student Tasks

- Allow students time to read the two paragraphs on the handout about native languages and the ways that modern-day Cherokee are trying to preserve their language (through schools and through video instruction).
- Ask the students how a Cherokee language school might be both the same and different from their own. For example, both schools teach math, language, science, and other subjects, but a Cherokee school will also focus on Cherokee history and culture.
- Show students the three short episodes of OsियोTV: Let's Talk Cherokee (each is less than a minute long).
- Ask students if they think learning Cherokee would be different/harder/easier than learning Spanish or French or any other language schools commonly teach. Why or why not?

Note that any of these discussions can be conducted in a think-pair-share approach.

POST-TOUR ACTIVITY: WHY IS IT IMPORTANT TO PRESERVE NATIVE LANGUAGES?

Assessment

After the video discussion, students will reflect using a Ticket Out the Door question that is on the handout.

Think about what you learned on the tour at the Atlanta History Center, as well as what you have just read and watched in this lesson, then answer the following question:

Why do you think it is important to the Cherokee people that their children continue to learn their native language? Explain at least two reasons.

Notes

There are many other OsियोTV: Let's Talk Cherokee episodes on YouTube beyond the three that are provided. They are in various formats depending on the season, but all of them are less than one minute long and are designed for children.

WHY IS IT IMPORTANT TO PRESERVE NATIVE LANGUAGES?

	A	E	I	O	U	V
	D _a	R _e	T _i	Ḍ _o	Ḍ _u	i _v
G/K	S _{ga} Ḍ _{ka}	F _{ge}	Y _{gi}	A _{go}	J _{gu}	E _{gv}
H	Ḍ _{ha}	Ḍ _{he}	Ḍ _{hi}	F _{ho}	Ḍ _{hu}	Ḍ _{hv}
L	W _{la}	Ḍ _{le}	F _{li}	G _{lo}	M _{lu}	Ḍ _{lv}
M	Ḍ _{ma}	Ḍ _{me}	H _{mi}	Ḍ _{mo}	Y _{mu}	
N	Ḍ _{na} Ḍ _{r_hna} G _{nah}	Ḍ _{ne}	Ḍ _{ni}	Z _{no}	Ḍ _{nu}	Ḍ _{nv}
QU/KW	Ḍ _{qua}	Ḍ _{que}	Ḍ _{qui}	Ḍ _{quo}	Ḍ _{quu}	Ḍ _{quv}
S	Ḍ _{sa} Ḍ _s	Ḍ _{se}	Ḍ _{si}	Ḍ _{so}	Ḍ _{su}	R _{sv}
D/T	Ḍ _{da} W _{ta}	Ḍ _{de} Ḍ _{te}	Ḍ _{di} Ḍ _{ti}	V _{do}	S _{du}	Ḍ _{dv}
DL/TL	Ḍ _{dla} Ḍ _{tla}	Ḍ _{tle}	C _{tli}	Ḍ _{tlo}	Ḍ _{tlu}	P _{tlv}
TS/J	G _{t_sa}	V _{t_se}	Ḍ _{t_si}	K _{t_so}	Ḍ _{t_su}	C _{t_sv}
W	G _{wa}	Ḍ _{we}	Ḍ _{wi}	Ḍ _{wo}	Ḍ _{wu}	G _{wv}
Y	Ḍ _{ya}	B _{ye}	Ḍ _{yi}	Ḍ _{yo}	G _{yu}	B _{yv}

Because most native languages were not written—they were only oral—many have been lost all together. As the tribes became smaller and were forced to take on characteristics of white culture, they stopped speaking their native languages. If no one speaks a language anymore, then it is completely forgotten. There are 245 native languages in the United States, but 65 of those are already extinct and 75 have only a few elders who still speak them. Some native groups, including the Cherokee, are working to increase the number of people who speak their languages.

The Eastern Band of Cherokee Indians have their own pre-school and elementary school where children are taught in the Cherokee language. And the Cherokee in Oklahoma even produce OsyoTV, which has Cherokee lessons on YouTube. Watch a few of them using these links.

Episode 709

www.youtube.com/watch?v=J_ZdOk760N0&list=PLI3bXGWUX-W98fESIf-YnWfjCa7by3DB1&index=2

Episode 704

www.youtube.com/watch?v=Bka-CXixXnU&list=PLI3bXGWUX-W98fESIf-YnWfjCa7by3DB1&index=7

Episode 703

www.youtube.com/watch?v=vj0MxrgnAEg&list=PLI3bXGWUX-W98fESIf-YnWfjCa7by3DB1&index=8

Ticket Out the Door

Think about what you learned on the tour at the Atlanta History Center, as well as what you have just read and watched in this lesson, then answer the following question:

Why do you think it is important to the Cherokee people that their children continue to learn their native language? Explain at least two reasons.

WHY IS IT IMPORTANT TO PRESERVE NATIVE LANGUAGES?

Ticket Out the Door

Think about what you learned on the tour at the Atlanta History Center, as well as what you have just read and watched in this lesson, then answer the following question:

Why do you think it is important to the Cherokee people that their children continue to learn their native language? Explain at least two reasons.

POST-TOUR ACTIVITY: COMPARING LIFE IN GEORGIA TO LIFE IN "INDIAN TERRITORY"

General Description of Lesson

This lesson provides greater insight into the differences between the homelands of tribes like the Muscogee Creek and the Cherokee, and compares them to the new environment of "Indian Territory" or present-day Oklahoma. Students will draw conclusions using graphs and what they learned in the tour to better understand the ways Native Americans had to adapt to living in a new place.

Objective/Standard (Learning Targets)

- Students will use graphs to make inferences related to the Trail of Tears and the forced removal of Native Americans
- Students will use graphs to understand differences between regions and how it impacted lifestyles of Native Americans

Standards

Information Processing Skills (7. interpret timelines, charts, and tables; 11 draw conclusions and make generalizations; 12 analyze graphs and diagrams)

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

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2

S3H1 Describe early American Indian cultures and their development in North America.

SS3G3 Describe how physical systems affect human systems.

Materials Needed

- Printed copies of the Post-Tour Activity handout
- Pencils
- Dry erase or classroom chalkboard
- Projector

Mini Lesson

- Begin the lesson by asking students what they recalled from the WASH tour at the Atlanta History Center. You, or they, can write their answers on the board.
- One key idea from the tour is that the Native Americans of the east were forced to move to "Indian Territory," an area in present-day Oklahoma that was very different from their homes in Georgia. [Project the following map for students to analyze](#). Options include, asking a volunteer to circle Georgia and Oklahoma on the map, and reviewing differences about the locations. They will likely point out that one is in the Eastern Woodlands region while the other is in the great plains. Ask students to draw a picture of each on a whiteboard, or the back of their handout.
- Wrap up by telling students that certain landforms can make it easy for people to live in a place, such as rivers or lakes; for thousands of years, Native Americans called Georgia home for exactly that reason. In the lesson, students will learn more about why tribes like the Creek and Cherokee chose to live in northern Georgia.

POST-TOUR ACTIVITY: COMPARING LIFE IN GEORGIA TO LIFE IN "INDIAN TERRITORY"

Activities/Work Period/Student Tasks

- Project the handout on the board and take a few moments to look at the two graphs with students. Ask them to underline the titles of the graphs and explain what they are showing. Have students use the key to find out what the colored lines mean and trace them with their fingers. Use the scale on the side of the graph to review the amount of hot days and snowfall each place experiences. Use the months along the horizontal axis to have students describe which months are the hottest, and which months have the most snowfall.
- Students may work with a partner to complete the three sentences on the right side of the page by circling the correct word. Answers can be reviewed as a class, or you can collect the page when students are finished.

Assessment

Key Question!

Use this question to assess students' understanding of what they learned. It can be collected as participation, an exit ticket, etc. Students can write 1–2 sentences, make a list, or draw a picture. Encourage them to recall what they learned on their tour, or after they looked carefully at the maps to learn about the different kinds of weather Native Americans would have experienced after they'd moved.

Notes

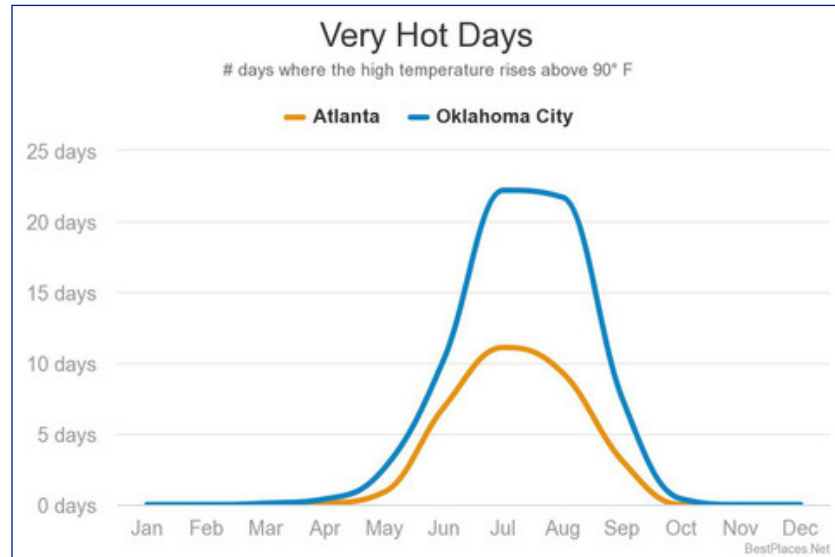
For more information on the Trail of Tears or to review the content covered in the tour, this video is a helpful resource.

<https://www.youtube.com/watch?v=SosZ2ZRJymU>

COMPARING LIFE IN GEORGIA TO LIFE IN "INDIAN TERRITORY"

As you learned on your tour, the Cherokee, Muscogee Creek and others didn't have a choice to move and had to get used to living in a new place. Life in "Indian Territory" (the state of Oklahoma today) was very different from life in Georgia.

Look at the graphs below to see some of the differences between the capital cities in these two states and complete the sentences by circling the correct words.



Oklahoma City has **more/ less** very hot days than Atlanta.
Oklahoma City has **over/ under** 20 very hot days each year.



Oklahoma City gets about 2 inches **more/ less** snowfall than Atlanta gets in January.

Think about how life would be different for Native Americans in Oklahoma compared to their homelands of Georgia.

Key Question!

What is one way they would have to change to get used to life in their new environment?

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