



2nd Grade Lesson Plan

Rogers Art Collection

Standards:

SS2H1 Describe the lives and contributions of historical figures in Georgia history. b. Sequoyah (development of Cherokee alphabet)

SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.

[CCSS.ELA-LITERACY.W.2.1](#)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. a. Use a variety of strategies for art criticism. b. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. c. Use art terminology with emphasis on selected elements and principles of art

VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists. b. Explore the influences of artists and their work in a variety of cultures. c. Make inferences to identify time and place in

works of art. d. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

Activity: Review information from previous lessons about Cherokee and Creek Indians. View the artwork listed for this lesson with your students. Describe aloud and discuss the artwork's color and design, the title, the artist/artist's tribe.

View the following artwork and have students write responses for each:

- Teach Them Well by Virginia Stroud
- Picking Chestnuts by Mary Adair
- Hawker of the Bird Clan by Marion Grimm
- Elders at Ceremonial Grounds by Solomon McCombs
- Daughters of Selu by Jeanne Rorex-Bridges
- Basket purse made of white oak by Dinah Wolfe
- Pecan Gathering by Jean Bales
- Melon Gathering by Jean Bales
- Corn Harvest by Jean Bales
- Women and Horses by Virginia Stroud
- Retrospective by Cecil Dick
- Clan basket by Mavis Doering
- Buckskin Long by Robert Taylor

How does this artwork show Cherokee or Creek culture of the past?

Give examples of any tools, food, clothing, shelter, ways of making a living, and/or other accomplishments you see in the artwork that illustrate Cherokee or Creek culture.

Which piece of art do you like best and why?

The next piece of artwork you will view is a painting titled "Sequoyah's Dream" by Robert Annesley. Discuss/review Sequoyah's accomplishment and importance of his Cherokee syllabary. How does this painting reflect Sequoyah's accomplishment? What details do you notice in the painting? Why do you think the artist called it "Sequoyah's Dream"?

Extension using Traveling Trunk:

- Read *...If you Lived With the Cherokee* by Peter and Connie Roop
- As you have learned and viewed from the paintings, the Three Sisters crops were an important food source for the Cherokee and Creek (as well as many other tribes!). Pass around the corn, beans, and squash seeds. There is also a cornhusk bundle to let students see and feel. Discuss how nothing was wasted, not even corn husks! They were often used to make dolls and to wrap food in.

- Deer was a very important resource for Southeastern Indians. List ways the deer was used by the people. Discuss with your students, then pass around the deerskin.
- Show students the clay Cherokee pot and the cast iron pot. Discuss/review trade and trade items. Have students tell the differences between the two kinds of pots. Why was trade important?
- Read the book *Sequoyah* by James Rumford and put up the posters of Sequoyah's syllabary, his picture, and the Cherokee Phoenix. Discuss Sequoyah's accomplishments and obstacles in creating the syllabary. Why was the syllabary so important?
- Additional lessons and activities included in the traveling trunk

Resources for information about Cherokee Indians:

<https://www.okhistory.org/publications/enc/entry.php?entry=CH014>

<https://www.georgiaencyclopedia.org/articles/history-archaeology/cherokee-indians>

Resources for information about Creek Indians:

<https://www.georgiaencyclopedia.org/articles/history-archaeology/creek-indians>

<http://www.ourgeorgiahistory.com/indians/Creek/creek01.html>

<https://www.okhistory.org/publications/enc/entry.php?entry=CR006&topic=>

ELA Extension:

[CCSS.ELA-LITERACY.W.2.7](#)

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- Students may research Creek or Cherokee Indians. Break into smaller topics for each student in the group to focus on (food, shelter, culture, etc.)

[CCSS.ELA-LITERACY.RL.2.2](#)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

Discuss what folklore is and its importance to culture. Explain that folktales often fall into one of the following categories: creation, why stories (porquoi), trickster tales, hero tales. Read Creek and Cherokee folktales. Discuss the moral and how it was conveyed. What kind of folktale, what was its purpose? How are Creek and Cherokee folktales similar? Students will read a folktale on their own and respond by explaining the moral and how they determined it.

Cherokee folktales: *How the Rabbit Stole the Otter's Coat, How the Deer got his Horns, Why the Possum's Tail is Bare*

Creek folktales: *How Rabbit brought Fire to the People, How Day and Night were Divided, Story of the Bat*

Resources for folktales:

www.librarypoint.org

<https://www.whatdowedoallday.com/native-american-folktales-for-kids/>

<https://www.readingrockets.org/booklists/native-american-stories>

<https://www.indigenouspeople.net/stories.htm>