

Southeastern American Indians of Alabama Lessons Plans

Lesson Number	Title
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Lesson 3	The Lives of Southeastern Indians
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Lesson 11	Gorget: Personal Adornment
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Lesson 15	Technology (atlatl, flaking, flintknapping, lithic technology, and pump drill)



ArchiTrunk: An Alabama History Teaching Kit

How to Use This Kit

The key to using this teaching kit is familiarity with the materials. This kit has been developed in such a way that it will be very easy to use. All of the activities are self-explanatory. With that in mind, here is a step-by-step process for how to use this kit.

- 1.) **Locate Inventory** - Upon receiving the kit locate the inventory and item condition check sheet, and check off each item and its condition. It is important to note, when you receive the kit, if an item is missing, or is damaged. Otherwise, you will be charged.
- 2.) **Preview Materials** - Look over the notebook and the activities to decide which ones you will use, and specifically how you will utilize the trunk. Preview all videos, and pre-read any of the books that you will be utilizing during the time that you have the kit. Remember, familiarity with the items will optimize the use of this kit.
- 3.) **Share Kit with Students** - By following the lesson plans and related activities, your students will explore the Indian culture while fulfilling the Alabama Course of Study standards.
- 4.) **Evaluate** - After using the kit, please take the time to fill out an evaluation sheet, to let us know if the kit was effective, and how we can improve it.
- 5.) **Re-pack the Trunk** - Carefully re-pack the kit into the same condition in which it arrived. Please make sure to check off each item and its condition as it goes back into the trunk.
- 6.) **Return** - Ship back to the Department of Archives and History at the following address: Alabama Department of Archives and History
Attn: Education Department
624 Washington Ave.
Montgomery, AL 36130-0100

Thank you for using this ArchiTrunk. We hope that it has enhanced your classroom instruction, and we look forward to providing you with more kits in the future.



Southeastern American Indians of Alabama

American Indian cultures have existed in Alabama for over 12,000 years. It is thought that Alabama's first human inhabitants, referred to as Paleo-Indians, arrived as early as 10,500 B.C., crossing over a land bridge made possible by the Ice Age. After following large mammals, such as mastadons through northern areas of our continent, a large population of Paleo-Indians settled in the southeastern United States where they lived a nomadic existence as hunters and gatherers.

With the climate warming at the end of the Ice Age, large forests covered the region and the Indians' lifestyle changed. Eventually they created permanent towns and utilized temporary camps while hunting and harvesting seasonal crops, developed new methods of food storage, and carved cooking bowls from soapstone.

About 1000 B.C., new cultural developments appeared, such as pottery-making, the bow and arrow, cultivated food crops, and social stratification. The construction of mounds also began during this period.

The complex Mississippian (mound builder) culture existed between 900-1500 A.D. These societies had hereditary rulers, structured religions, political structure, and a complex system of beliefs and economic system based on communal ideals. They played games like "chunkey," and created pottery and carvings. This American Indian population declined with the 16th century arrival of the Spanish explorers. The explorers enslaved and killed some Indians but even more deadly were the European diseases they introduced – smallpox, measles, typhus, influenza, and chicken pox. With no immunity to these diseases, entire American Indian villages were wiped out.

After the Spanish invasion the American Indians began to rebuild their culture during the Proto Historic Period. 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 Alabama 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.”

Resources:

Books - *Prehistoric Alabama, Tribes of the Southern Woodlands, Cobblestone: Indians of the Southeast*

Display Maps - *John Melish Map of Alabama 1818, Georgia and Alabama Map H. S. Tanner, 1823*

Activity Sheet - *American Indian Gallery Word Search*



ArchiTrunk:

An Alabama History Teaching Kit

Lesson 1

Southeastern American Indians of Alabama

What is a Primary Source?

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 40 minutes

Location: Classroom

Key Vocabulary: Primary Sources, Secondary Sources, diary, journal, autobiography, interview, scrapbook, minutes, article, and will

Related Activities: “History Alive-Reading Primary Sources to Understand History”

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Language Arts	4 th Grade	Standard 19

Objectives: Students will be able to explain the difference between primary and secondary sources. Students will be able to define the Key Vocabulary, and identify the different sources as either a primary source or a secondary source.

Background: History is the process whereby one tells the story of the past. The main way in which historians do this is by looking at what is known as a primary source. A primary source is something like a diary, a scrapbook, or an oral history, that is written by a person who lived during a particular time period. The importance of a primary source is that it gives a historian an eyewitness perspective to an event, instead of a secondary source which is written much later, and gives an interpretation of an event. When studying history, it is ideal to look for primary sources, due to the fact that they reveal information that would not otherwise be available. Something that may interest students is that things they write during their lives may be used by historians in the future to determine what school life was like for people during the 21st Century.

Suggested Procedure:

1. List the Key Vocabulary words on the board, and have students work in groups to define these words.
 2. Explain to your students what the difference between a primary and a secondary source is. Show examples and tell students why historians are so interested in having primary sources, and what a primary source does to the telling of history.
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3. Pass out the “Primary Sources and Secondary Sources” worksheet, and have students work in groups to determine, based on what they have learned, whether the examples provided are a primary or secondary source.
 4. Take up the worksheets, and discuss aloud the answer to each example. Was it a primary or a secondary source? Why?
 5. Review- Ask students to tell what the difference is between a primary and secondary source. Ask them if they remember examples of each one. Ask them if they remember why primary sources are so important to a historian.
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Key Vocabulary:

Primary Sources -

Secondary Sources -

Diary - A daily record; a personal record of accounts.

Journal - A personal record of experiences and observations.

Autobiography - A biography of a person written by herself or himself.

Interview - A face-to-face meeting in which information is obtained.

Scrapbook - A book with blank pages for the mounting of pictures or other mementos.

Minutes - An official account of proceedings at the meeting of an organization.

Article - A nonfictional literary composition; as part of a newspaper.

Will - A legal declaration of how one wishes one’s possessions to be disposed of after one’s death



Primary Source or Secondary Source?

BECOME A GOOD RESEARCHER! When you know what kinds of sources are available to you, you can find exciting stories, facts, and photographs which can make history come alive!

A **PRIMARY SOURCE** is an **ORIGINAL WORK** (or a reproduction of an original work) of a person who lived during a particular period in time. A **PRIMARY SOURCE** tells you a person's ideas in his or her own words. You can gather first-hand information about people, events, topics, or places that a person may have written about years ago. When you are a good researcher you can become an eyewitness to history! When you use first-hand eyewitness accounts to help you write a story, book, paper, or film, you are creating a secondary source. Some examples of **PRIMARY SOURCES** are letters, diaries, scrapbooks, pictures, and newspaper articles.

A **SECONDARY SOURCE** is a **SECONDHAND** account about people, events, topics, or places that is based on what some other writer has experienced, or researched. Good examples of **SECONDARY SOURCES** are books, pamphlets, encyclopedias, and other materials in which the information has been gathered for you. The original material of a person is called a **PRIMARY SOURCE**. When you use first-hand, eyewitness accounts to help you write a story, book, report, or film, you are creating a **SECONDARY SOURCE**. Remember, when you are a good researcher, you become an eyewitness to history!

ARE YOU A GOOD RESEARCHER???????

Read the following examples of sources. Place a "P" by the examples that are PRIMARY SOURCES, and place an "S" by the examples that are SECONDARY SOURCES. Be careful, some of these are difficult.

- ___1. Diary kept by John Smith, a soldier in the Confederate Army, published in a collection of Alabama papers.
- ___2. Photograph of Dr. George Washington Carver taken in 1898.
- ___3. Biography of George Washington.
- ___4. Newspaper article about the assassination of President John F. Kennedy written on November 23, 1963.
- ___5. Television mini-series about President Franklin D. Roosevelt's life.
- ___6. Scrapbook kept by Mrs. Mary Jones in 1883 with copies of recipes and household hints.
- ___7. Photograph album containing pictures of classmates at Tuskegee University in 1923.
- ___8. Letter written by Emily Brown to her friend Pamela Johnson, May 3, 1826, describing her trip by wagon from North Carolina to Huntsville, Alabama and the log cabin her father was building for the family.
- ___9. Article about Dr. Martin Luther King, Jr., in *People Magazine*, 1988.
- ___10. Information about Creek Indians in *World Book Encyclopedia*.
- ___11. Cassette tape of an interview with Dr. James Lee describing his life as a doctor in Montgomery County during the 1920's.
- ___12. *The Story of Alabama*, a textbook by Virginia Van der Ver Hamilton.
- ___13. Matthew Mason's will, 1896.
- ___14. Map of Alabama drawn by John LaTourette, 1841.
- ___15. Minutes from the 1898 organization of Dexter Avenue United Methodist Church published in a book in 1998.

Visit the Alabama Department of Archives and History Reference Room or your local library to find many types of PRIMARY AND SECONDARY SOURCES.

For more information contact:

The Alabama Department of Archives and History

Attention: Curator of Education

P.O. Box 300100

Montgomery, AL 36130-0100

Visit our web site at <http://www.archives.alabama.gov>

**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 2**

Southeastern American Indians of Alabama

History Alive-Reading Primary Sources to Understand History

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 45 minutes

Location: Classroom

Key Vocabulary: Any words in the story that you pick that your students may not already know

Related Activities: "What is a Primary Source?"

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Language Arts	4 th Grade	Standard 5,6, and 19

Objectives: Students will be able to analyze primary sources for the purpose the author was attempting to convey. Students will discuss how historians use primary sources in research.

Background: In the previous activity, "What is a Primary Source?," students were introduced to the concept of what a primary source is and what their use is to historians. Ask students if they remember the difference between a primary source and a secondary source. Ask them if they remember why primary sources are so important to historians. If they have trouble remembering, tell them that primary sources offer the historian an eye-witness account of an historical event or time period. In a sense, a primary source lets an historian go back in time to see an event through the eyes of someone who was there, and then the historian can tell us why this event was so important. Today's activity will allow all of your students to be historians by looking at a primary source, and then using that source to answer questions.

Resources:

Website www.archives.alabama.gov

Activity Sheet: *Questions to use with History Alive*

Suggested Procedure:

1. Prior to this activity, go to the Alabama Department of Archives and History's website. Click on the heading entitled, "For Teachers and Students." Then click on the heading entitled "Using Primary Sources in the Classroom." Read the project background information and then click on "Creek War, 1813-1814." This will give some additional background information, but the most important thing is Lesson 1 at the bottom. Click on "Lesson 1," and go to the section that has the list of documents. Read each one, and select a document that you feel would interest your class, and that is appropriate to your students.
2. Once a primary source has been selected, you can choose to make copies for each student, copies for groups to read, or one copy that you can read to the class. However, the key is to get the students to read the source in a critical manner, where they are asking the question, "What is the point of this source?"
3. Once the passage has been read, pass out the question sheet and have students answer them by themselves, in groups, or out loud.
4. Take up worksheets. Discuss with the students what they felt the author was trying to relate with their writing. Ask the students to relate what they read to how their life is now; how the two are different. Use leading questions that you develop based on your reading if necessary. Ask the students to tell what they would be able to learn from this source if they were a historian.
5. Review-Ask students what a primary source is. Ask students why historians use primary sources. Ask students why primary sources are so important to historians.

Questions to use with History Alive

1. What is the name of the writer?
 2. What can you tell about him/her from the reading? Is the writer young or old; man or woman? What is his/her job?
 3. What are the writers talking about in his/her writing?
 4. How is his/her life different from yours?
 5. If you were a historian, what story would you tell about this person based on what you have read?
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**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 3**

Southeastern American Indians of Alabama

The Lives of Southeastern Indians

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** 45 minutes**Location:** Classroom**Key Vocabulary:** Chunkey, stickball, Muskogee, Busk, and oral tradition**Related Activities:** All, this is a good introduction to the unit**Alabama Course of Study Standards:**

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2
Social Studies	5 th Grade	Standard 2, 3
Language Arts	4 th Grade	Standard 12

Objectives: Students will be able to identify some of the major characteristics of the lifestyles of Southeastern Indian tribes. Students will be able to discuss how the lives of Southeastern Indians are different from their preconceived notions of Indian life.

Background: If you ask most people what the first thing that comes to mind is when they hear the word Indian, 90% will say, “Teepee, buffalo hunters, or Cowboys and Indians.” Due to Hollywood’s portrayal of all Indians as people living in teepees, hunting buffalo, and causing trouble for cowboys, that is the way in which most people see all American Indians. The truth of the matter is that less than one quarter of all the Indians in history fit into this category. The rest lived in a way that is completely different from the normal stereotypical view of these Native Americans.

In our region of the country, the American Indians who lived here were fairly settled people, who depended on farming just as much, if not more so, than they did on hunting and fishing. They lived in permanent houses, that were made of mud, wood, bark, and straw, and lived in one place as long as the land would support the growing of crops, and there was game to hunt. The key to understanding the American Indians of Alabama and the Southeast, is to realize that their lifestyle was not like the Indians of the Great Plains. Each culture developed in such a way as to serve the needs of its people. *This activity would make a good introduction activity to the Indians of Alabama.*

Resource:**Video:** “People of the Southeast,” 12 minutes**Questions:** “The Lives of Southeastern Indians,” copy for students**Activity Sheet:** *Stilled Voices, Forgotten Ways Word Search*

Suggested Procedure:

1. Given the fact that most students will have misconceptions about how Indians in the Southeast lived, have students say words or phrases that they feel are associated with Indians and write these phrases on the board.
 2. Show the video "People of the Southeast" for your students. Tell them to pay careful attention to the video, and to watch for the things in the video that may relate to the conceptions about Indians which they have written on the board.
 3. Stop the tape and discuss with the students if any of their conceptions about Southeastern American Indians were found in the video. Place a check mark beside any correct conception that the students may have had. If there are any misconceptions, ask the students why they think the view they have of Indians in Alabama is so different from the historic reality.
 4. Make a chart about what it is your students learned that is new to them.
 5. Give students copy of activity sheet *Stilled Voices, Forgotten Ways: Word Search*.
 6. To review what has been learned, ask students the following questions:
 - Did Indians of the Southeast live in teepees?
 - What were their houses like?
 - How did the Indians get most of their food?
 - What were the major tribes that lived in the Southeastern region?
 - What is one new fact that you have learned about Southeastern Indians?
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Questions to use with “The Lives of Southeastern Indians”

1. During the time of the video, how did people of the Southeast get their food?
 2. What type of clothing did you see on the video?
 3. What was the largest group of Indians in the Southeast?
 4. What surrounded most Creek towns?
 5. Why would the men hide themselves under deer skins while hunting?
 6. On what type of structure were the home of chiefs built?
 7. How many houses did most families have? When were they used?
 8. What were two games that the Creeks played?
 9. Where did the Cherokee live?
 10. What crop was most important to the Cherokee?
 11. What ceremony was important to the Southeast Indians?
 12. What did this ceremony symbolize? Which one of our present-day holidays is it like?
 13. Did the Indians use art to make their lives more beautiful? What were some examples?
 14. How was history passed on from one generation to another? What is this?
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Answers to student questions

1. Hunt, farm, fish, and gather nuts and berries
2. Little clothing needed, skirts of skin or tunic of mulberry bark
3. Creeks
4. A stockade (palisade) and farm fields
5. To fool the deer
6. On mounds
7. Two houses. In the winter and summer
8. Chunkey and stickball
9. In the mountains of northern Alabama
10. Corn
11. The Busk or Green Corn Ceremony
12. New beginnings. It is like New Year's Day
13. Yes. Carved pipes, engravings, weaving, and pottery
14. The oral tradition. This is the practice of passing culture down through the use of stories

Key Vocabulary:

Chunkey - Game played with a stone disk.

Stickball - Game played with wooden rackets and rawhide ball.

Muskogee - Another name for Creek Indians.

Busk - A celebration with singing and dancing.

Oral Tradition - The practice of passing culture down through the use of stories.

**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 4****Southeastern American Indians of Alabama**

Where is My County?

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** 10 minutes**Location:** Classroom**Key Vocabulary:** county**Related Activities:** "Indians and Their Environment," and "Lasting Impressions- Southeastern Indian Place Names in Alabama"**Alabama Course of Study Standards:**

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3

Objectives: Students will be able to locate their home county. Students will be able to identify the counties located at the cardinal (N, S, E, W) and intermediate (NE, SE, SW, NW) directions from their home county. Students will be able to identify the historic Indian tribe that lived in their county.

Background: The state of Alabama has a rich Native American heritage. The various tribes that have called Alabama home over the centuries have lived in different parts of the state, and where they lived had a direct impact on the way they lived their lives. This activity is intended to be an introductory activity to the two related activities, in that it gives the students a visualization of where the Southeastern Indians who lived in Alabama resided.

Resource:

Activity Sheet - *Counties of Alabama* and *A. Finley 1829 map of Alabama*, copy for students

Suggested Procedure:

1. Pass out copies of the *Counties of Alabama* map to your students.
 2. Direct them to locate their home county on the map, and to shade it in with pencil. You may want to take this opportunity to define for your students what a county is, and to explain why we have them.
 3. In the margins of the map, have them list, in this order, the counties that are to the North, South, East, West, Northeast, Southeast, Southwest, and Northwest of their home county.
 4. Pass out copies of the *1829 A. Finley Map of Alabama* to your students. Compare the number and shape of counties in 1829 with those of today.
 5. Point out the Indian nations on the map. Have your students identify the Indian tribe that occupied the land where their home county is today.
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Key Vocabulary:

County - An administrative subdivision of a U.S. state.



ArchiTrunk:

An Alabama History Teaching Kit

Lesson 5

Southeastern American Indians of Alabama

Indian Place Names in Alabama

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 30 minutes

Location: Classroom

Key Vocabulary:

Related Activities: “Where Is My County?” and “Indians and Their Environment”

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3

Objectives: Students will be able to locate towns, counties, and geographical features on a map of Alabama that retains Southeastern Indian names, and then label the appropriate space on an outline map to correspond with the location of those place names.

Background: The state of Alabama has a rich Native American heritage. The groups of Indians who have called Alabama home over the centuries have left an indelible imprint on our state. Even though the different groups who lived in Alabama were forcibly removed from their homes, the names that they gave to various places have remained long after they were taken away. For instance, the name of our state comes from a group of Muskogean Indians known as the *Alabamons*, which meant “thicket-clearers.” Also, the highest mountain in our state, Mt. Cheaha, takes its name from the word *chaha*, which means “high.” Finally, the name of one of our counties, Escambia, comes from the words *oski ambeha*, which means “cane therein,” a possible reference to a large amount of cane growing in the region. In all, according to the book *Indian Place Names in Alabama* by William A. Read, there are approximately 231 Indian place names that have survived in Alabama. The majority of those names are Creek, with 117, and Choctaw, with 80. Hopefully with this activity, students will begin to gain an appreciation of the impact that Native Americans have had, and continue to have, on the state of Alabama.

Resource:

Alabama Highway Department road map, 6 included in trunk

Suggested Procedure:

1. Divide your students into groups of 4 or 5.
 2. Pass out 1 copy of the Alabama Highway Department map (included in trunk) to each group.
 3. Pass out copies of the outline Alabama county map to each student.
 4. Pass out a copy of the Indian place names in Alabama to each group.
 5. Direct your students to use the Highway Department Map to locate the Indian place names from the list. Then tell them to fill in where those place names are on the outline county map. Tell them to either circle the county name if it is an Indian name, or to write in where the town or physical feature is on their map.
 6. If the name from the list is a county, ask them to circle the name on their outline map.
 7. If the name is a river, creek, or town, ask students to draw this place on the outline map and label their drawing.
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Southeastern Indian Place Names in Alabama

Alabama- a river, and the name of our state. Derived from the Choctaw words *alba amo*, which mean “those who clear the land.”

Atalla- a city in Etowah County. Derived from the Cherokee word *otali*, which means “mountain.”

Autauga- a county in central Alabama. Derived from the Creek word *atigi*, which means “border.”

Chattahoochee- a river that forms a portion of the boundary between Alabama and Georgia. Derived from the Creek words *chato huchi*, which mean “marked rocks.”

Cheaha- the tallest mountain in Alabama, it is located in Clay county. Derived from the Choctaw word *chaha*, which means “high.”

Conecuh- a river in southern Alabama. Derived from the Creek words *koha anaka*, which means “cane-brakes near.”

Escambia- a county in southern Alabama. Derived from the Choctaw words *oski ambeha*, which mean “cane therein.”

Letohatchee- a town in Lowndes County. Derived from the Creek words *li ito fachita*, which mean “those who make arrows straight.”

Loachapoka- a town in Lee County. Derived from the Creek words *loca poga*, which mean “turtle killing place.”

Mobile- a city, river, and county in south Alabama. Derived from the Choctaw word *moeli*, which means “the rowers.”

Notasulga- a town in Macon County. Derived from the Creek words *noti sulgi*, which mean “many teeth.”

Opelika- a city in Lee County. Derived from the Creek words *opilwa lako*, which mean “big swamp.”

Patsilaga- a creek that flows through Crenshaw County, and unites with the Conecuh River in Covington County. Derived from the Creek words *pachi laiki*, which mean “pigeon roost.”

Sipsey- a river in western Alabama, flowing into the Tombigbee in Greene County. Derived from the Choctaw word *sipsi*, which means “cottonwood.”

Talladega- a city and county in northeast Alabama. Derived from the Creek words *talwa atigi*, which means “border town.”

Tallapoosa- a river that unites with the Coosa to form the Alabama River. Derives from the Choctaw words *tali pushi*, which mean “pulverized rock.”

Tallassee- a town in Elmore County. Derived from the Creek words *talwa hasi*, which mean “old town.”

Tombigbee- a river in western Alabama. Derived from the Choctaw words *itombi ikbi*, which mean “coffin makers.”

Tuscaloosa- a city and county in western Alabama. Derived from the Choctaw words *tashka lusa*, which mean “black warrior.”

Tuscumbia- a city in northwest Alabama. Derived from the Choctaw words *tashka abi*, which mean “warrior killer.”

Wetumpka- a city in Elmore County. Derived from the Creek words *wewau tumcau*, which mean “rumbling water.”

All place names and definitions taken from the following book:

Read, William A. Indian Place Names in Alabama. University of Alabama Press:
Tuscaloosa, AL, 1994.



ArchiTrunk: An Alabama History Teaching Kit Lesson 6

Southeastern American Indians of Alabama

Legends-What Are They?

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 40 minutes

Location: Classroom

Key Vocabulary: legend

Related Activities: "Writing My Own Legend"

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Language Arts	4 th Grade	Standard 7, 15

Objectives: Students will identify key elements, such as theme, characters, setting, plot, point-of-view, and other literary elements found in legends that they will read. Students will identify the reason that Indians created legends, and will appreciate the differences between our culture and Indians' culture that these legends reveal.

Background: In today's world, we seem to have an explanation for everything. Why is the sky blue? Why does it thunder? Why do birds fly south in the winter? Why do animals exhibit certain characteristics? How did we get here? Today, these questions are answered through scientific observation. This is the process whereby we develop a hypothesis about something, we then do experiments to see if what we think is going to happen actually does happen, and then we make generalizations about what we have observed. This is how scientific inquiry is conducted. It is very thorough, and it seeks to come up with the most conclusive answer possible. These Indian legends sought to explain in a story why things happen in nature the way that they do.

Resources: 6 Books of Indian Legends included in trunk
Activity Sheet - *Questions on Legends What Are They*

Suggested Procedure:

1. Included in the kit are several books of legends from various Southeastern Indian tribes. There are several legends from the tribes that inhabited the state of Alabama. You can choose to read one or two of the legends to your students, or you can divide your students into groups, give each group one of the books, and assign them a legend to read. You may prefer to select a legend from the tribe that lived in your part of the state, or you may simply want to read a legend from any of the Alabama tribes.
 2. Pass out the questions that your students will answer about the chosen legend. You may choose to let them answer individually, or as part of a group effort. The key to this exercise is to get your students to recognize and identify the key literary elements of the legend that they read.
 3. After students complete the questions, you should take several minutes to discuss their answers, and make sure that they understand how to identify things such as theme, character, setting, and point-of-view. If there are any other literary elements that you have been studying in your class, you may want to include them in this activity as well.
 4. The final portion of this activity is to discuss with your students the use of legends in Indian culture. This will hopefully reinforce what they have been learning in today's activities, and will give them an appreciation for multicultural views. Some of the questions that you may want to ask are:
 - Why do Indians use legends?
 - What does their use of legends tell us about them?
 - Does this use of legends to explain natural phenomena make their culture any less valid or worse than ours?
 - Are there any stories or legends that we have that tell the same kind of story as the Indian story?
-

Questions to Use With “Legends-What Are They?”

1. Who are the main characters in this legend?
 2. Describe these characters.
 3. What is the setting of the legend?
 4. Summarize the plot of the legend.
 5. What is this legend trying to explain?
 6. What does this legend tell us about the Indians who created it?
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ArchiTrunk: *An Alabama History Teaching Kit* Lesson 7

Southeastern American Indians of Alabama

Writing My Own Legend

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 90 minutes- 45 minutes for 2 days

Location: Classroom

Key Vocabulary: Legend

Related Activities: "Legends-What Are They?"

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Language Arts	4 th Grade	Standard 21, 23, 25, and 26

Objectives: Students will develop creative writing skills, and abstract reasoning skills as they write their own legend.

Background: The early Indians who lived here in Alabama did not have our method of scientific inquiry; instead, they used stories to explain the happenings in the world around them. In the "Legends-What Are They?" activity, your students took the opportunity to read some legends from the Southeastern Indians for themselves. Hopefully they now have an understanding of what a legend is, and how it serves to explain natural phenomena. In this activity, your students will have the opportunity to write a legend of their own.

Suggested Procedure:

1. Divide your students into groups of 4 or 5 students. You may want to pass out to them the legend that they read in conjunction with the “Legends-What Are They?,” activity in order to be able to refer back to it.
 2. Tell the groups to brainstorm for 15 minutes on a topic on which they would like to write a legend. After the 15 minutes are over, write on the board what each group’s legend will be about.
 3. Assign each member of the groups one of the following tasks:
 - Character developer- comes up with the group of characters or main character of the legend
 - Setting developer- comes up with where the legend will take place
 - Story outliner- outlines the basic storyline of the legend (two people may want to do this role together)
 - Illustrator- draws pictures to go along with the legend
 4. After assigning each of these tasks, give the groups 25 minutes to develop the basic outline of their legend. The first day should mainly be preparatory work, and not a great deal of actual writing.
 5. On the second day of this activity, give the groups 30 minutes to write and illustrate their legend.
 6. Display these legends in the classroom, or read them aloud to the class, without identifying the writers.
-

Key Vocabulary

Legend - A story that is handed down from earlier times and attempts to explain something.

**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 8****Southeastern American Indians of Alabama****Chunkey Game**

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** 40 minutes**Location:** Classroom**Key Vocabulary:****Related Activities:** “Stick Toss,” and “The Lives of Southeastern Indians”**Alabama Course of Study Standards:**

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Physical Education	4 th Grade	Standard 2, 3, and 6

Objectives: Students will develop motor skills by engaging in games that Southeastern American Indians played. Students will be able to describe the role that the game of **chunkey** played in the lives of Southeastern American Indians.

Background: Once the American Indians of the Southeast moved from a hunter/gatherer society, they began to develop games that not only fostered a sense of community and served as recreation, but games that helped to develop necessary skills.

One of the most popular games among the Southeastern American Indians was a game called **chunkey**. This game consisted of two players rolling a stone along the ground, and then throwing 8 foot spears toward the rolling stone hoping to either hit the stone, or have their spear hit closest to where the stone would stop. This game was played in a large area in the center of the town, and large bets were placed by the people watching the game. This game was obviously very entertaining, but it served another purpose as well: it helped to develop the young men’s hunting skills. Since they often used spears in hunting, and they had to have the ability to hit game on the run, playing a game in which they threw spears at a moving target gave them practice at what would have been a very valuable skill.

This game was so important in the lives of the Southeastern American Indians, that the **chunkey** stones used in playing the game were very valuable. The stones were the property of the village instead of being one person’s property.

Since this was a game that was intended to develop hunting skills, and was a very social game, it was reserved just for men. This fact would make a good springboard for discussion about how perceptions of men

and women have changed as societies have evolved. Now, we have women who play football with men. Ask your students what they think about this. Let this be a time for open discussion.

Resources:

2 Wooden Chunkey stones (reproduction) and 2 bean bags included in trunk

Suggested Procedure:

1. Discuss with your students the role that games played in the lives of Southeastern American Indians. Pay particular attention to the game of **chunkey**, and how it developed hunting skills. As you discuss the game and the purposes it served, show your students the reproduction **chunkey** stones included in the trunk.
 2. The purpose of this activity is to give the students the opportunity to play **chunkey** for themselves. Included in the trunk are **2** wooden **chunkey** stones and beanbags to use in recreating the game.
 3. As only two people play the game at a time, you may want to stretch this activity over several days in order to give all students an opportunity to play.
 4. You may want to choose a boy and a girl to play a round of **chunkey**. Have the first person roll the **chunkey** stone toward one end of the room. The other person will throw the beanbag at the moving stone hoping to hit the stone, or land close to where it stops. One point is given for getting close to the stopping point, two points are given for hitting the **chunkey** stone. After one person goes, the roles switch.
 5. Since the spectators of these games used to bet on the outcome, you may want to engage those watching in guessing who will either hit the stone or come closest to it.
-



ArchiTrunk: *An Alabama History Teaching Kit* Lesson 9

Southeastern American Indians of Alabama

Stick Toss Game

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 30 minutes

Location: Classroom

Key Vocabulary:

Related Activities: “Chunkey,” and The Lives of Southeastern Indians

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Physical Education	4 th Grade	Standard 2, 3, and 6

Objectives: Students will develop motor skills by engaging in games that were played by Southeastern American Indians.

Background: In the first activity on games played by Southeastern American Indians, the students learned about, and played, chunkey. This game was useful in practicing hunting skills, and in socializing as a village. This was not the only game that was played by the Indians of the Southeast, nor were all the games useful in developing life skills. The purpose of many Indian games was similar to ours—fun. There were several games of chance that the Indians of the Southeast played. One was similar to our modern game of taking a ball and placing it under one of three cups, mixing the cups up, and then guessing which cup contains the ball. Another game involved taking several kernels of corn that had been blackened on one side and were normal on the other, tossing them into the air, and keeping score based on how many “blacks” or “yellows” you had.

Another game that they played is called **Stick Toss**. This game was played by placing four sticks on the backs of the players hands. The player then tossed the sticks into the air, turned completely around in their place, and then tried to catch as many sticks as they could before the sticks hit the ground. The game required a great deal of hand-eye coordination and quickness.

Resources:

Game sticks, included in trunk
Needed - masking tape

Suggested Procedure:

1. Since the idea is to let as many students as possible play the game, this activity may have to stretch over several days.
 2. Mark a box on the ground with masking tape on the floor of your class. Have one student at a time come stand in the box to play the game.
 3. Place the enclosed sticks on the backs of their hands (opposite the palms).
 4. Have the student throw the sticks up rather high in the air, spin around in place without stepping outside of the box, come back around to where they started, and try to catch as many sticks as possible in the palms of their hands.
 5. Go in rounds, keeping score among the students as you go.
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**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 12****Southeastern American Indians of Alabama****Finger Weaving: Personal Adornment**

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** 40 minutes**Location:** Classroom**Key Vocabulary:** textile, fiber, yarn weaving, spinning, yarn, warp, weft**Related Activities:** "Gorget Making," and "Pottery"**Alabama Course of Study Standards:**

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Visual Arts	4 th Grade	Standard 10, 11, and 24

Objectives: Students will be able to better understand the Southeastern American Indian culture. Students will learn the process of weaving to create a finger weaving sample to use as book mark or bracelet.

Background: Plant and animal fibers were woven to produce utilitarian articles. Baskets and mats were made from split cane, grasses, and fibers from tree bark. Spun between the hand and thigh, fibers from tree bark, rabbit, or dog hair were finger woven into burden straps, sashes, or garters.



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Southeastern Indians of Alabama ArchiTrunk

Indians made straps, garters, and sashes using finger weaving techniques. Make a book mark or bracelet by following the directions below.

1. Measure and cut 12 pieces of yarn 24 inches long, 6 pieces of a light and 6 pieces of a dark color
2. Fold each strand in half and pull the two ends through the center loop to form a clove hitch knot on the pencil or dowel (figure 1). Repeat until all strands are used, then push together.
3. Each clove hitch creates a pair of threads. Separate one thread from each pair and tie an overhand knot (figure 2). This half will be woven after completing the first half.
4. To create a chevron design line up the threads in the following order: 3 light, 6 dark, 3 light.
5. In finger weaving the **warp** becomes the **weft**. Straighten the threads this is the **warp**. Find the center. Begin by taking the thread right of center; weave toward the left over and under each thread (figure 3). At this point the thread becomes the **weft**. Then take the thread left of center; weave toward the right, over and under each thread. Take the 2nd thread right of center; weave toward the left. The previous thread woven becomes the last warp thread (see diagram figure 3). Continue alternating from right, then left. Notice that alternating threads lie flat on the work surface and alternating threads are raised. Always weave under the warp threads lying flat, and over the raised warp threads.
6. Continue the weaving process until approximately 2" or 3" from end. The illustration (figure 4) shows a loose weave to show the technique. Weave ½" to 1" sections then firmly tighten the yarn as you weave.
7. Finish the end by tying all threads in an overhand knot or divide into 3 sets of 4 threads. Braid each set, ending with an overhand knot.
8. Remove pencil or dowel. Notice the warp threads that lie flat and the raised warp threads. Begin weaving the second half in the same process as the first half. Beginning with the warp thread right of the center, weave over and under the threads toward the left, then repeat the process with the warp thread left of center, weave toward the right. Continue weaving in this manner until approximately 2" or 3" from end. Braid and knot the end the same as the first half.
9. If you are making a book mark, it is ready to use!
10. To make a bracelet: Measure around your wrist; allow room to slide on and off your hand and tie both ends into a knot.



**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 10**

Southeastern American Indians of Alabama

Pottery

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** 40 minutes**Location:** Classroom**Key Vocabulary:** pottery, clay, ceramics, coil, slip, firing, effigy, sherd, artifact, archaeology, non-porous**Related Activities:** "Finger Weaving," and "Gorget Making"**Alabama Course of Study Standards:**

Social Studies	1st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Visual Arts	4 th Grade	Standard 10, 11, 24, and 27

Objectives: Students will be able to better understand the Southeastern American Indian culture. Through the study of pottery reproductions, pot sherds [shards] and photographs, students will learn about pottery function and design. This activity leads the student through the concepts, techniques, and designs used to make a coil pot from clay.

Background: Making pottery utensils from clay developed during the late Archaic - early Woodland period. Technique, design, and function innovations progressed throughout the Woodland period and were refined during the Mississippian period. The potter's wheel was not used by Indians in Alabama; they made pinch pots, or used the slab or coil methods for making pottery.

Moist clay, dug from creek or river banks was shaped by hand into a pot, bowl, or bottle. Once the clay dried it was baked in a very hot fire to harden the clay. After the firing, the clay became non-porous.

Designs on pottery were used to show ownership but became more elaborate for ceremonial purposes. Southeastern Indians decorated their pottery by incising, impressing, or stamping the surface. Designs were created with fingernails, corncob, shell, woven fabric, and carved wooden paddles. Pottery designed to resemble humans or animals are called *effigies*.

Resources:

Video: *Sherdy*

Books: *Sun Circles and Human Hands, Exploring Prehistoric Alabama*

Poster: *Stilled Voices Forgotten Ways-The First Alabamians*

Artifact Reproduction: Pots (2), Paddle

Artifacts: Pot sherds

Activity Sheet: *Coil Pottery*, copy for students

Materials Needed:

Clay - kiln fired clay (you will need access to a kiln if you choose to use this type of clay) **OR**

Clay - air-dry (we would recommend using this type of clay)

Paper - to cover work surface

Tools for making designs - pencil or sharp stick, stick wrapped with string, shells, or corncobs

Suggested Procedure:

1. Display the "Stilled Voices Forgotten Ways: The First Alabamians" poster in your classroom. Have the students look closely at the pottery bowls. Notice the decorations: one is painted with colored slip and the small bowl has applied surface decoration.
 2. Show the video *Sherdy* to your students. *Sherdy* is a story about Melissa and her brother Chad as they take a walk while on a picnic with their Dad. Melissa, while exploring on her own, meets "Sherdy," a broken pot from the past. Sherdy tells Melissa about the people of the past and how archaeologists use artifacts to tell the story of these people. Melissa learns that each piece is an important part of the puzzle and what she can do to help save the past. After viewing the video discuss the importance of not removing artifacts from an archaeological site in order to increase our understanding of the past.
 3. Allow your students to examine the reproduction pottery, and pot sherds included in the trunk. Observe the size, shape, and designs and method used to form the pot. Look through the *Sun Circles and Human Hands* and *Exploring Prehistoric Alabama* books to get ideas for designs and to see examples of effigy pottery found at archaeological sites throughout Alabama.
 4. **Coil Pot Activity:** This activity will produce a small bowl. Protect work area with paper. Discuss with your students the technique of making coiled pottery. Pass around the **Coil Pots** instruction sheets.
 5. Give each student a piece of clay about the size of his/her fist. Follow the instructions for creating a coil pot. Once the students have smoothed the sides they can decorate the bowl by incising or pressing objects into the
-

clay or by adding additional clay pieces to make an effigy pot. Have the clay fired in the art department or at a potter's studio if clay requires firing.

6. Hold a class art show to exhibit your Southeastern American Indian reproduction pottery.

7. Review the vocabulary words with your students.

Key Vocabulary :

Pottery - Vases, pots, bowls, or plates shaped from moist clay and hardened by heat.

Clay - An earth that forms a paste with water and hardens when heated.

Ceramics - An object made of clay and hardened by heat.

Coil - A series of connected spirals or rings.

Slip - Clay thinned with water to make a paste.

Firing - To bake clay by high heat.

Non-porous - Will not allow water or liquid to seep through.

Effigy - A sculptured representation of a person or animal.

Sherd - A piece of broken pottery.

Artifact - Physical remains of things made by people.

Archaeology - Study of items left behind by ancient peoples to determine how they lived.

**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 11**

Southeastern American Indians of Alabama

Gorget: Personal Adornment

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** 40 minutes**Location:** Classroom**Key Vocabulary:** gorget, clay, ceramics, symbol**Related Activities:****Alabama Course of Study Standards:**

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Visual Arts	4 th Grade	Standard 10, 11, and 24

Objectives: Students will be able to better understand the Southeastern American Indian culture. Students will study designs created by Alabama Indians and create a gorget to be worn as a necklace.

Background: Indians decorated their bodies with tattoos, ear spools, shell beads, and gorgets. A **gorget** is a relatively large flat or gently curving object of polished stone, shell, or metal with holes through which a thin strip of buckskin passes to enable it to be worn as a neck adornment, like a pendant.

Early Indians carved a design in the stone or shell gorgets. Later Indians traded or were given silver gorgets by the Europeans. Many of the designs on gorgets were symbols of the sun, animals, or held religious meaning.

Resources:

Books: *Sun Circles and Human Hands, Exploring Prehistoric Alabama, Alabama's Aboriginal Rock Art*

Color Photograph: Gorgets - stone, shell and silver

Reproduction: Gorget, this shows one style of the gorget

Materials:

Polymer Clay (to be baked in oven) commercial brands include Sculpey or Fimo.

Or Clay - self hardening.

Paper to cover work surface

Plastic drinking straw

Pencil or sharp stick - for making design

Suggested Procedure:

Display the *Stilled Voices Forgotten Ways: The First Alabamians* poster in your classroom.

Have the students look at the objects in the poster that were used

for personal adornment. The glass bead necklace, antler hair pin, and shell gorget were trade goods or made from materials found in their environment.

Your students can study the styles of **gorgets** by examining the reproduction gorget, the color photograph of gorgets and looking through the *Sun Circles and Human Hands*, *Alabama's Aboriginal Rock Art*, or *Exploring Prehistoric Alabama* books to get ideas for designs or they can create their own personal designs.

Give each student the "Gorget" activity sheet. Have them practice drawing their design on the activity sheet then repeat the design on the gorget.

Each student will create a gorget approximately 2" in diameter. Protect the work surface with paper. Give each student a lump of polymer clay. Have them roll the clay into a ball in the palm of their hands, pressing to flatten into a pancake shape. Using a pencil or sharp stick draw or carve the design into the clay. Punch a hole in the clay using a drinking straw. Bake in an oven according to instructions on package.

Cut cord approximately 18" long. Run the cord through the hole in the gorget; knot the ends together, and wear proudly.

Have students discuss the different processes required for creating a gorget from stone, shell, or metal. What was the purpose of the gorget: was it ceremonial; for decoration; or for protection? Think about the material that would have been used to create gorgets in different time periods, i.e. Woodland, Mississippian, or Historic.

Key Vocabulary:

Gorget - Neck ornament worn like a pendant.

Clay - An earth that forms a paste with water and hardens when heated.

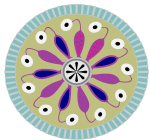
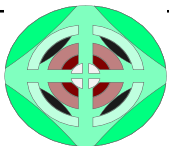
Ceramic - An object made of clay and hardened by heat.

Symbol - A design representing something else.

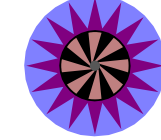
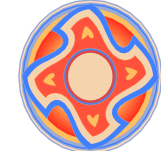
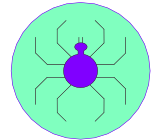
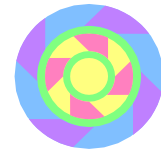
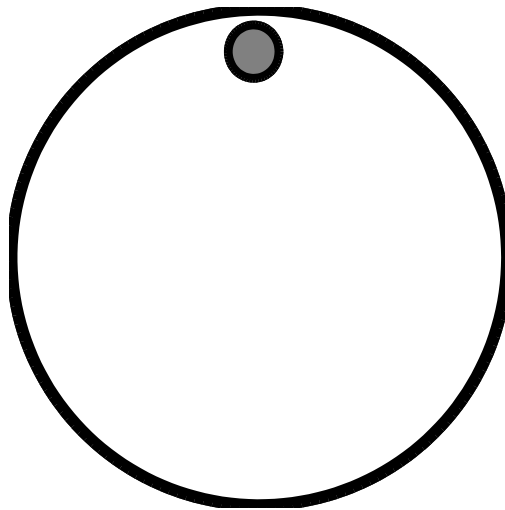


Gorgets

Indians decorated their bodies with gorgets. A gorget is a relatively large flat or gently curving object of polished stone, shell, or metal which can be worn as a neck ornament. Indians carved a design in the stone or shell gorgets. Many of the designs were symbols of the sun, animals, or held religious meaning.



Create Your Gorget Design



Make a Gorget

1. Roll a lump of clay into a ball in the palm of your hand, press to flatten into a pancake shape.
 2. Use a pencil or sharp stick to draw or carve a design in the clay.
 3. Let clay air dry, bake, or have fired depending on type of clay used.
- Run an 18" length of cord through the hole in the gorget; knot the ends together and wear.



ArchiTrunk: *An Alabama History Teaching Kit* Lesson 13

Southeastern American Indians of Alabama

Indians and Their Environment

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 60 minutes

Location: Classroom

Key Vocabulary: environment, topography, climate

Related Activities: “Where is My County?” and “Lasting Impressions-Southeastern Indian Place Names in Alabama”

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Language Arts	4 th Grade	Standard 25
Science	4 th Grade	Standard 29

Objectives: Students will be able to identify the major geographical and environmental features of their county. Students will be able to discuss how these features impacted Indian life.

Background: Every aspect of the Indians’ lives was adapted to, and dependent upon, the environment in which they lived. This activity will give your students an opportunity to examine how the environment in which the Indians lived affected their lives. Something that may motivate your students, or give them a different perspective on this activity, is to tell them that what they are about to do is exactly what historians do in their research. Many times, historians have to take small tidbits of information and make generalizations based on those small facts. This is a skill that takes a lot of practice. Essentially what your students will be doing in this activity is making observations about the area of our state in which they live, and then taking those observations and making generalizations based upon them.

Suggested Procedure:

1. Divide your students into groups, and assign each person in the group the following tasks:

Student #1-Describe what the climate in their county is like. *Is it hot all the time? Does it get really cold during the winter? How much does it rain? Get them to think in terms of questions like this.*

Student #2-Describe what type of native animals and plants are found in their county. *Are there a lot of deer in the county? Are there a lot of birds or fish? Are there a lot of other small or large animals that could be hunted for food? Are there plants that could be used for food?*

Student #3-Describe what the land in their county is like. *Is the land mostly flat or is it hilly? Are there a lot of streams? Is there one big river, or is there no water at all?*

2. After spending approximately 15 minutes on this, have students share their answers with each. This should take approximately 10 minutes.

3. After the students have discussed their observations. Based on what they have learned about the environment of their county, have them write a paragraph essay on how they think the environment of their county may have affected the lives of the Indians who lived there. Help them along with suggestions such as: *If the weather is mostly hot year-round, what type of clothes would the Indians who lived in our county wear? If the land here is mostly hilly and rocky, and the Indians could not do a great deal of farming, what did they eat?* Questions such as this, and others that you may think of, will help your students to focus their writing. Remember that the key to this exercise is to get your students to use their imaginations, and to begin making generalizations based on facts that they have discovered.

4. After taking approximately 30 minutes to allow the students to write their paragraphs, you may want to take 5 minutes to either get a couple of students to read their paragraphs, or you may want to discuss aloud the answers to the questions that the students had to answer at the beginning of the class.

Key Vocabulary:

Environment - One's surroundings.

Topography - Physical features of a place or region on a map.

Climate - The long term average of weather conditions.



ArchiTrunk: An Alabama History Teaching Kit Lesson 14

Southeastern American Indians of Alabama

What's the Price of That? - Trading and Math on the Frontier

Subject: 4th Grade Alabama History, Alabama Indians

Duration: 30 minutes

Location: Classroom

Key Vocabulary: barter, trade goods

Related Activities: none

Alabama Course of Study Standards:

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Mathematics	4 th Grade	Standard 7

Objectives: Students will demonstrate increased proficiency in solving word problems. Students will use the included trade goods chart to solve various assigned word problems with standard mathematic operations.

Background: In the time before European contact, the Indians of Alabama were forced to make all the items that were essential to their lives. For instance, all of their clothing was made from the skins of local animals, and their bowls and food containers were made from clay. However, after the Indians came into contact with Europeans, they had the opportunity to trade for European goods that would make their lives a little easier. In the environment that emerged after European contact, a barter system took hold between the Europeans and the Alabama Indians. In this system, the Europeans would provide the Indians with goods such as cloth, guns, knives, and jewelry in return for the Indians providing the Europeans with animal skins that they trapped. In this activity, your students will solve word problems dealing with trade goods, that are based on an actual schedule of prices for goods from a Savannah, GA company. Hopefully your students will see that even though trade goods made the Indians' lives a little more convenient, they still had to do a great deal of work in order to get these goods.

Resource:

Activity Sheet: *Trade Goods Table*

Suggested Procedure:

1. Make copies of the Trade Goods Activity Sheet for your students.
 2. Read the Background Information to them, and explain what the barter system was like for the Indians of Alabama.
 3. Pass out the Trade Goods table and the Trade Goods worksheet to your students.
 4. Give your students time to work on this either individually or in groups.
 5. Discuss with your students what life would be like today if we still operated under a barter system. What would we trade in order to get items? What would some of the things that we need cost?
-

Key Vocabulary:

Barter - To trade goods or services without the exchange of money.

Trade Goods - Articles of commerce.

Trade Goods Table

A schedule of the stated prices of goods, as they are to be disposed of to the Indians in barter.

<u>Goods</u>	<u>Buck Skins</u>
A gun	30
A Duffield blanket	14
A hatchet	2
A narrow hoe	2
A broad hoe	4
Fifty bullets	1
A butcher's knife	1
A pair of scissors	1
Three strings of Beads	1
An axe	4
A pistol	20
A cutlass	8
A shirt	4
A calico petticoat	12
A red girdle	2
A lace hat	8
A clasp knife	1
Rum, mixed with 1/3 water	1 per bottle

By order of Savannah Town Factory, 1716

The Indians of Alabama made all the items that were essential to their lives. For instance, all of their clothing was made from the skins of local animals, and their bowls and food containers were made from clay. After the Indians came into contact with Europeans, they had the opportunity to trade for European goods that would make their lives a little easier. A barter system took hold between the Europeans and the Indians. In this system, the Europeans would provide the Indians with goods such as cloth, guns, knives, and jewelry in return for the Indians providing the Europeans with animal skins that they trapped.



Trade Goods Worksheet

Answer the following questions. Show your work.

1. If it takes 10 days to prepare one buck skin for trading, how long would it take a Creek Indian to prepare enough skins to trade for a gun?
2. A.) If a Choctaw Indian wanted a Duffield blanket, a shirt, and an axe, how many *total* skins would he need to prepare in order to trade for these items? B.) If it took 5 days to prepare one buck skin for trading, how long would it take him to prepare enough skins for these items?
3. A.) If a Chickasaw Indian wanted a gun, a pistol, a calico petticoat, and a shirt, how many deer would he have to kill in order to get enough skins to trade for these items? B.) If he could kill 3 deer a day, how many days would it take to get all of the skins he needed? C.) If it took 7 days to fully prepare one skin for trading, how long would it take to prepare all the skins that he had collected?
4. Pretend you are a Cherokee Indian, winter is approaching, and you have 3 children. If you have 54 buck skins, how many blankets and shirts could you get for your children?
5. A.) If you were a Creek Indian, and you wanted 5 guns in order to form a hunting party that could hunt more efficiently, how many total skins would you have to collect in order to trade for 5 guns? B.) If you and a friend could each kill two deer every day that you hunted, how long would it take the two of you to kill the necessary number of deer? C.) If once you collected the guns, each member of the hunting party could kill 4 deer in a day, how many days would it take to kill enough deer in order for the 5 members of the hunting party to have enough skins to trade for every item on the list?

**ArchiTrunk:***An Alabama History Teaching Kit***Lesson 15****Southeastern American Indians of Alabama**

Technology

Subject: 4th Grade Alabama History, Alabama Indians**Duration:** no specified time**Location:** Classroom**Key Vocabulary:** atlatl, flaking, flintknapping, lithic technology, and pump drill**Related Activities:** “The Lives of Southeastern Indians”**Alabama Course of Study Standards:**

Social Studies	1 st Grade	Standard 9
Social Studies	4 th Grade	Standard 2, 3
Social Studies	5 th Grade	Standard 2, 3
Science	4 th Grade	Standard 9

Objectives: Students will be able to describe some of the different technologies that the Indians of the Southeast used and compare those with technologies used in our world today.

Background: The Indians of the Southeast were limited to the technology at their disposal. Despite the limitations that they worked under, the technology they used in their daily lives is quite ingenious. This activity will help your students become familiar with the technology that the Southeastern Indians used and will help them gain an appreciation for just how intelligent and resourceful these people who first inhabited our state were.

Resources:**Reproduction:** Atlatl, Flintknapping Kit, Points displayed on pad, Pump Drill**Activity Sheet:** *Points Patterns*, copy for students**Suggested Procedure:**

1. Familiarize yourself with the reproduction **atlatl**, **pump drill**, and **flintknapping** kit. Read the script describing the technology items.
 2. Show your students the video “All My Relatives” featuring Eustice Conway. This is an excellent video that demonstrates how the Indians of the Southeast made some of their everyday items, including arrowheads (flintknapping or flaking), and how they used the items.
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3. Your **students can handle** the **atlatl** and **pump drill**. Please demonstrate the flintknapping process to your students, **do not allow students** to use the **flintknapping kit**, **DO NOT strike** the items together it can damage the materials. Remind students to handle the items very gently.
 4. Display the illustration showing the demonstration of using the Atlatl and spear. Let your students demonstrate the motion using the reproduction atlatl.
 5. Demonstrate the pump drill reproduction. Allow your students to practice using the pump drill. Enclosed is an illustration with directions to make a pump drill. You may want to have a wood worker make several pump drills to use in your classroom.
 6. Display the Flintknapping/Flaking illustration and photographs. Demonstrate the Flintknapping process for your students. **Do not strike the materials together**. Students can pass around the Points displayed on the pad to examine and feel the material used to make the points. Make copies of the "Points Patterns" activity sheets and give to students. Have your students study the different point parts and patterns illustrated on the activity sheet.
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The Technology Items

Atlatl- This was a technological tool that prehistoric Indians used in hunting animals. Before the invention of the bow and arrow, the Indians used spears in their hunting of animals. The atlatl is a spear thrower that allows the thrower to attain a greater velocity on their throw. This tool worked by placing a spear on top of the atlatl, with the end of the spear resting in the notch on the atlatl. The Indian would hold the atlatl and the spear in an upright position; throw an overhanded motion, making sure to break the wrist and to follow through (similar to throwing a base ball); holding on to the atlatl as the spear is propelled through the air. The use of the atlatl almost doubled the velocity that was able to be attained with a spear alone. This allowed the Indians to be able to hunt smaller, faster animals and to obtain a better diet. The atlatl caused the spear go faster, farther, and harder.

Flintknapping/Flaking- Flintknapping, or flaking, is an example of lithic technology. **Lithic technology** is the process of using stones to make tools. In prehistoric societies, before metalworking became common, all tools were made out of stone. This was the simplest way to obtain choppers, scrapers, knives, and projectile points. Using stone tools did not require melting down metal, and then forming it into useful shapes. Instead, it required rocks to be broken and ground into the shapes that were needed. The process Indians used to produce points (arrowheads or projectile points) is known as flintknapping, or flaking. The name of this process is very descriptive; it is called **flintknapping** because flint is the type of rock commonly used for making points, or **flaking**, because during the process, flakes are knocked off a larger rock and then sharpened by using deer antler.

Pump Drill - The ability to drill holes was useful for jewelry, pipes, or other tools. Since there were no power drills like we have today, Indians had to devise a method for drilling holes. The pump drill is simple technology that operates on human power. (Demonstrate the pump drill for your students.) To operate the pump drill, hold the drill vertically with the point resting on the wooden drill pad (included in the trunk) and the horizontal stick with the string attached to the dowel end opposite the point (see enclosed illustration). Wrap the string around the vertical dowel. Then push down on the horizontal stick, spinning the upright stick around, until the strings come un-wrapped, and then re-wrapped around the upright stick in the opposite direction. Continue to push down on the horizontal stick again, repeating the up and down motion, thus turning the upright stick to drill a hole.

This technology demonstrates that life was by no means easy for the Southeastern Indians, in fact it was rather hard at times. Despite this fact, they were very resourceful, and extremely intelligent in using what they had at hand to develop tools to make their lives easier.
