

## LESSON PLAN 01 (LP.01)

**UNIT PLAN ID:** Pre-Removal Era

**LESSON TITLE:** Cherokee Life Before the Cherokee Nation

**GRADE LEVEL:** 9<sup>th</sup> Grade    **SUBJECT:** History    **TIME ALLOTTED:** 60 min

**UNIT LEARNING GOAL:** To provide students with a basic outline on Cherokee cultural features in the contact period (1700-1800).

### **SPECIFIC LESSON OBJECTIVES:**

Students will learn about contact period Cherokee social organization in terms of kinship, gender, village life, social structures, and political structures.

### **ALIGNMENT OF LESSON OBJECTIVES TO STATE (& NATIONAL) STANDARDS:**

Process and Literacy Standard 1: A, B, C    Process and Literacy Standard 2: A, B, C

### **LESSON ASSESSMENT**

1. Pre-Assessment of Student Knowledge & Skills  
Students will be given a 5-10 minute in-class assignment to describe what they they know about Cherokee life in the 1700s. As part of the assignment, students will provide details about the key content points of the lesson. This description will be completed as a handwritten or, if possible, using a word processing program.
2. Post Assessment  
Each student will present information on a pre-chosen Cherokee village from the 1700s using a template designed by the teacher. Students must demonstrate their knowledge of contact era Cherokee social organization by orally describing their chosen village along with its social features.

### **INSTRUCTIONAL DESIGN**

#### **1. Introduction:**

Students will explore Cherokee life in the 1700s through the various social and cultural systems that were in place during this time. Cherokee social organization will be highlighted with specific attention to kinship, gender, social units/systems, and political systems.

#### **2. Instructional Procedures**

Instruction on this topic will cover three distinct yet complimentary experiences. These three types of instruction will be: 1. A video on Cherokee society and history that students will watch out of class via an online resource, 2. A visit and tour of the Diligwa Ancient Village, and 3. In-Class lecture and discussion.

Two articles will supplement the student knowledge base which will be provided and assigned after the pre-assessment.

**A. Guided Practice:**

The teacher will accompany students during the Diligwa Ancient Village tour. After the tour, the teacher will have a Q&A with students focused on those critical points related to Cherokee life and social organization.

**B. Independent Practice:**

Using the presentation template, students will fill in information related to Cherokee life during the contact era. They will draw upon their knowledge acquired from the video, the ancient village tour, and the in-class lecture and discussion.

**3. Closure/Summary**

The teacher will do a brief lecture review of Cherokee social organization along with the core cultural concepts derived from the lesson. As part of the brief review, students will participate by providing answers to instructor questions as well as offering specific discussion points.

**RESOURCES AND MATERIALS**

*Reading 1:* “Cherokee in the East” by Raymond D. Fogelson (Pp. 337-353)

*Reading 2:* “Chapter 1: The Land and the People” by Theda Perdue

*Figures:* Cherokee Villages 1700-1750

*PowerPoint File:* Cherokee Villages in the Contact Era

*Video:* Cherokee: The Principal People