

The Cherokee: Native Basket Weavers by Therese DeAngelis. Mankato, Minnesota: Blue Earth/Capstone Press, 2003 (ISBN 0-7368-5784-2)

Literature Annotation: This book is part of American's First People series. Each book in the series focuses on a Native American tribe and explains a unique tradition or characteristic of the tribe. In this book the focus is on the Cherokee Indians and their tradition of weaving baskets. Included are a recipe for Cherokee cornmeal cookies, instructions for the Cherokee Disk and Pole game, and directions for weaving a mat. The last chapter tells about the tribal people today.

Grade Level: Grade 5

Duration: Introductory lesson: 30 minutes; Individual books and activities: 50 minutes

Economic Concepts: Production, Specialized work

Maryland Voluntary State Curriculum (VSC)

Economic Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.b. Describe how available resources affected specialization and trade (Grade 5)

4.B.1.a. Identify examples of tradition, such as the roles of men and women (Grade 5)

People of the Nations and World Standard: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective

2.A.1.a. Describe how environment and location influenced the cultures and lifestyles (Grade 5)

Geography Standard: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

3.D.1.a. Compare ways Native American societies used the natural environment for food, clothing, and shelter (Grade 5)

Reading Standard: Students will use a variety of strategies to understand what they read (construct meaning).

3.A.1.a Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities and time periods (grade 5)

Lesson Objective: Students will describe how limited economic resources (natural, human, and capital) are used to produce goods by identifying the natural and capital resources used by the Cherokee to make a woven basket.

Vocabulary

production-the act of creating goods and services by combining economic resources.

economic resources -the natural, human, and capital resources that are used to produce goods and services: also call factors of production.

human resources-The health, strength, talents, education and skills that humans can use to produce goods and services.

natural resources- The renewable, and nonrenewable gifts of nature that can be used to produce goods and services, including but not limited to land, water, animals, minerals, tress, climate, soil, fire, seeds, grain and fruits.

capital resources-the goods that are manufactured and constructed by people and used to produce other goods and services, including but not limited to factories, warehouses, roads, bridges, machinery, ports, dams, and tools. (money is not a capital resource.)

interdependence-The condition in which events in one part of the community, state, nation, or world or one sector of the economy affects events in another part or sector; occurs as a result of the loss of self-sufficiency which accompanies specialization and, hence, the need to exchange resources, goods and services with other producing and consuming units.

specialization-the production of a narrower range of goods and services than is consumed by an individual or group.

culture-a dynamic system which enables people to satisfy their wants, needs, beliefs and values. A learned behavior of people, which includes their belief systems and languages, their social relationships, institutions or organizations, and their material goods-food, clothing, buildings, tools, and machines.

Materials

Teacher Materials:

- Items such as a woven placemat, a woven basket, and a woven cotton cloth
- Optional: reed grass, cane, or other basket making materials from a local craft store
- United States wall map or desk maps
- Transparency of “Traditional Goods of the Cherokee People,” Resource Sheet 1
- Production chart (natural resources + capital resources + human resources = product) or a transparency of “Producing a Cherokee Basket,” Resource Sheet 2

For each student:

- 12 -18 1” strips of construction paper, in two or three colors
- 1 copy of “Traditional Goods of the Cherokee People,” Resource Sheet 1
- 1 copy of “Producing a Cherokee Craft,” Resource Sheet 3, p. 1, or “Producing a Cherokee House,” Resource Sheet 3, p. 2

Lesson Development:

Motivation: Display objects such as a woven basket, a woven placemat, and woven cotton cloth. Ask students to identify the items and explain how these items are similar. Have students explain how a producer would make a woven basket or placemat.

Activities:

1. Distribute 12-18 strips of construction paper to each student. Have students weave some of the strips into a mat. Allow several minutes for students to work with weaving the strips. Tell students to stop at the end of the time and lay the strips aside. Assure students that they will do some weaving later.
2. Ask students to explain how these strips could be woven into a mat or basket. Tell students that the Cherokee Indians are known for their woven baskets and mats. Display the vocabulary word **culture**. Explain that the Cherokee tradition of weaving

baskets has been passed down from generation to generation, and that it is part of their culture.

3. Tell students that the Cherokee Indians lived in the part of North America that is now the state of Georgia. Have students locate the area on a United States wall map or desk maps.
4. Display the vocabulary term **natural resources**. Ask students to name some natural resources which could be used to weave baskets. Students might say sticks or wood, grass, reed, cane or vines. Ask if these natural resources can be found in the area where the Cherokee lived. (Yes, because that area has mountains, trees, streams, and hills.)
5. Introduce the book “The Cherokee: Native Basket Weavers.” Have students preview the book and look at the different baskets and designs shown in the pictures. Have students discuss some of the information shown in the illustrations and pictures.
6. Have students read the book. Have students turn to a shoulder partner and tell one interesting fact that they learned. Have some students share their facts with the class.
7. Display the transparency of “Traditional Goods of the Cherokee People,” Resource Sheet 1. Have students identify the natural resources that the Cherokee Indians used to make their baskets and list them in the correct column on the transparency.
8. Have students look at the column labeled capital goods. Explain that capital goods are tools and equipment that are used to produce a product. Have students identify some of the tools that the Cherokee used to weave baskets (e.g., knife to cut the cane and split it into long, thin strips).
9. Display a production chart (natural resources + capital resources + human resources = product) or a transparency of “Producing a Cherokee Basket,” Resource Sheet 2. Review the economic resources used to produce a product. Have students look at the chart and discuss the meaning of the other vocabulary terms **human resources** and **product**. Be sure students understand that the economic resources are natural, capital and human resources, and that these resources are used to produce a good or service, called a product.
10. Have students name the product that the Cherokee produce (woven baskets) and then identify the human resource (the Cherokee weavers) that produce the woven baskets.
11. Have students reread the last paragraph on p. 8. Have students identify the natural resources that the Cherokee used to make baskets when they were in Oklahoma.

12. Display the vocabulary words **interdependence** and **specialization** and review the meaning of each word. Have students explain how people can become interdependent when they specialize and become skilled in producing a specific product.
13. Have students read p. 24, “Cherokee Village Life” and identify a way that the Cherokee had specialized work and were interdependent (some clans farmed and other clans hunted). Discuss the advantages and disadvantages of this arrangement. Have students think of ways that the people in their family have special jobs and are interdependent, e.g., one person cooks the meal and another person sets the table or does the dishes, or one person takes out the trash to the trash can and another person carries the trash to the curb on collection day.

Assessment:

- Choice 1: Have students read page 13. Have students select one of the other Cherokee crafts and complete “Producing a Cherokee Craft,” Resource Sheet 3, p. 1.
- Choice 2: Have students read pp. 20-22 and complete “Producing a Cherokee House,” Resource Sheet 3, p. 2.

Additional Activities

- Have students read pp. 14-15 and complete the activity on weaving a mat cushion. Students may also use these directions to weave a mat using the construction paper strips from the beginning of the lesson.
- Have students read about Sequoyah and the syllabary he developed at <http://www.powersource.com/gallery/people/sequoyah.html>. Students may also write to the Sequoyah Birthplace Museum at the address on page 31 in the back of the book.
- Students may research additional information about the Cherokee and the Trail of Tears.

Students may want to read about other Native American groups in other books in the **America’s First People** series published by Red Brick Learning, Mankato, MN; 2003-2004.

The Ojibwa: Wild Rice Gatherers by Therese DeAngelis (ISBN 0-7368-5766-4)

The Shoshone: Pine Nut Harvesters of the Great Plain by Kristin Thoennes Keller (ISBN 0-7368-5769-9)

The Sioux: Nomadic Buffalo Hunters by Rachel A. Koestler-Grack (ISBN 0-7368-5770-2)

The Iroquois: Longhouse Builders by Rachel A. Koestler-Grack (ISBN 0-7368-5764-8)

The Pueblo: Southwestern Potters by Mary Englar (ISBN 0-7368-5767-2)

The Navajo: Weavers of the Southwest by Therese DeAngelis (ISBN 0-7368-5765-6)

The Seminole: Patchworkers of the Everglades by Rachel A. Koestler-Grack (ISBN 0-7368-5768-0)

The Choctaw: Stickball Players of the South by Rachel A. Koestler-Grack (ISBN 0-7368-5762-1)

The Inuit: Ivory Carvers of the Far North by Rachel A. Koestler-Grack (ISBN 0-7368-5763-X)

Traditional Goods of the Cherokee People

Cultural Tradition: _____ **Good Produced:** _____




Natural Resources	Capital Resources

Producing a Cherokee Basket

Natural Resources	Capital Resources	Human Resources	Product




The table is a 2x4 grid. The top row contains the headers: "Natural Resources", "Capital Resources", "Human Resources", and "Product". The bottom row is empty. In the bottom row, there are three symbols: a plus sign (+) between the first and second columns, another plus sign (+) between the second and third columns, and an equals sign (=) between the third and fourth columns.

Producing a Cherokee Craft

Natural Resources	Capital Resources	Human Resources	Product
			

Explain how the Cherokee people were interdependent when the men and women specialized in creating crafts.

Producing a Cherokee House

Natural Resources	Capital Resources	Human Resources	Product
			

Explain how the Cherokee people were interdependent when the clans had specialized work.
