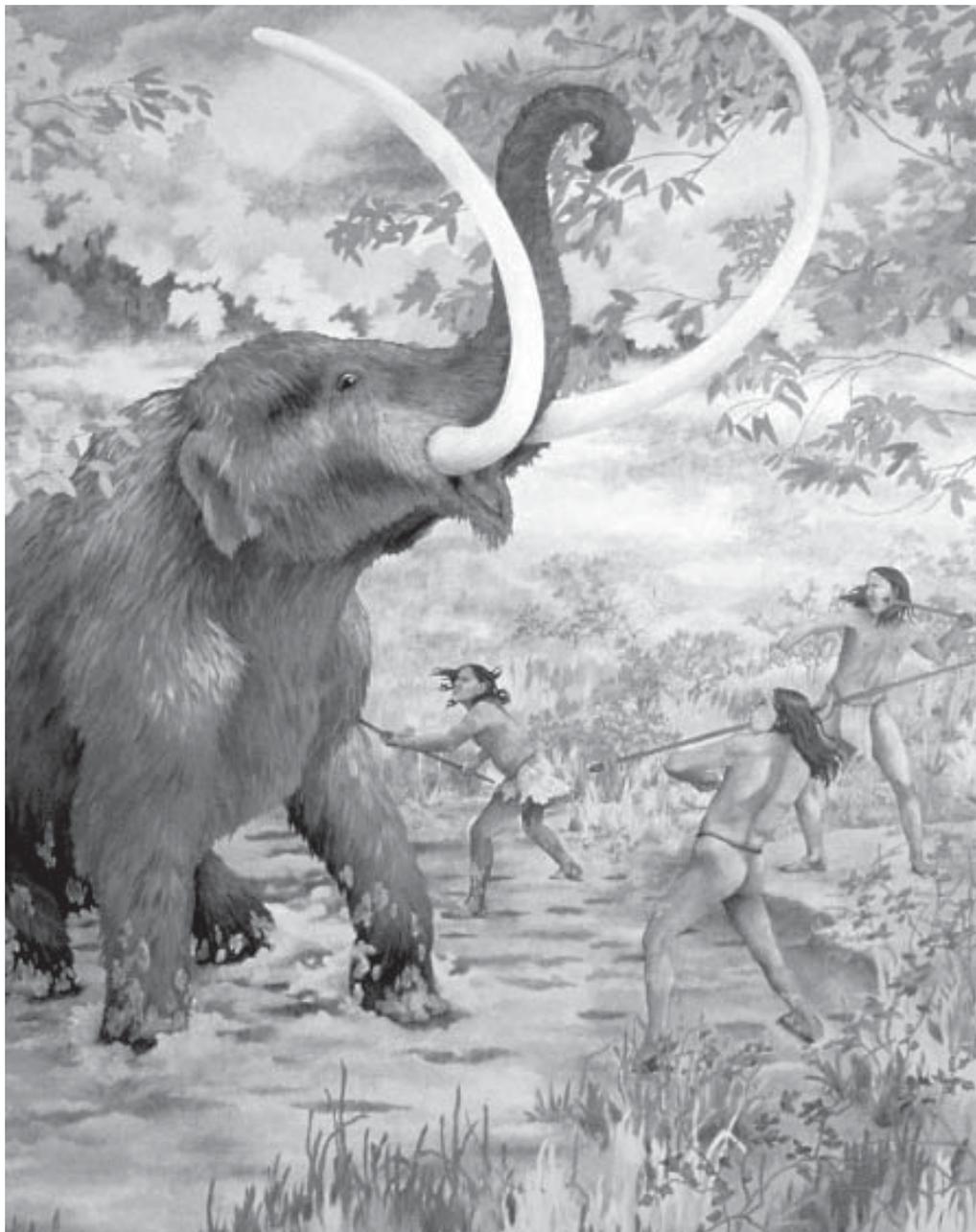


# First Tennesseans Lesson Plans



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[www.tnmuseum.org](http://www.tnmuseum.org)**



Tennessee State Museum, April 2003, 1,000 copies. Publication authorization #316532,  
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# FIRST TENNESSEANS

## State Curriculum Objectives

### 4<sup>th</sup> Grade:

4.1.01 a                      4.5.01 a, b                      4.5.03 a

### 6<sup>th</sup> Grade:

6.1.01 a, c, d                      6.1.03 b                      6.1.06 a, c  
6.5.01 a, b, c                      6.5.02 b                      6.5.03 a

### 7<sup>th</sup> Grade:

7.1.03 a, c                      7.5.02 b

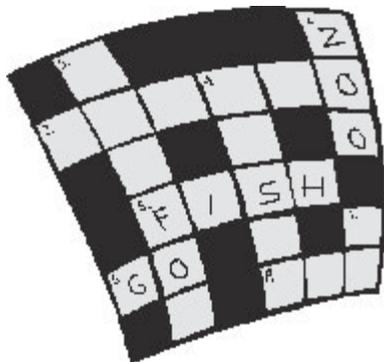
### 8<sup>th</sup> Grade:

8.1.04 a, b                      8.5.01 a, b                      8.5.04 b

## Introduction

❶ As a class create a K-W-L chart. Display a large piece of butcher paper on the chalkboard. Divide it into three columns. Label the columns with the following: “What we already **know** about early man in Tennessee;” “What we **want** to know;” and “What we **learned**.” Before starting the unit have students share their thoughts for the first and second columns. Keep chart displayed throughout unit. After your museum visit, review the chart. Evaluate students by filling in the last column.

❷ Compare and contrast how early man and modern people live by creating a “Then and Now” chart. Display a piece of butcher paper which is divided into two columns. Label the first column as “Then”(before European contact, pre-1500s) and the second column as “Now” (2000s). Have students consider foods, clothing, housing, methods of transportation, health care, family life, etc. Display chart throughout unit and add to it as needed.



## Vocabulary

❶ Have students define or identify each of the following terms related to the Tennessee State Museum exhibits.

artifact	Paleo	atlatl	art
deer	spear	Archaic	gatherers
pottery	food	nomads	bow
Woodland	hunters	trade	bones
archaeology	clay	mounds	corn
prehistoric	arrow	mastodon	baskets
Ice Ages	farmers	glacier	tools
Mississippian	village	gorget	games
New World	stones	culture	historic

❷ Have students (individually or as a group) create acrostics for five of the vocabulary words. Each line of the acrostic includes terms or phrases which describe the vocabulary word.

Example:                      S urvival tool  
                                     P ointed  
                                     E fficient  
                                     A im  
                                     R un and throw



❸ Have students complete the word search puzzle from the appendix.

❹ Have students create crossword puzzles using at least ten of the vocabulary words.

## Time lines

❶ Pictures that tell a story are called “pictographs”. Many Native American cultures used pictographs to mark the passage of time. Through various symbols applied to tanned animal skins, Native Americans noted special events or times of year.

❶ Divide students into groups of five or six.

❷ Show examples of pictographs.

❸ Have each group create pictographs which represent five to six events that have occurred in their class, school, city, state, or nation. (Remind students that early man did not use written words but pictographic symbols to communicate ideas.)

❹ Provide each group with brown paper bags to “simulate” tanned animal skins. Students can make “skins” pliable by wadding up their bags. Encourage groups to use creative symbols and colors to communicate their cultural events.

❺ Have groups share their pictographs with the rest of the class. Have class “read” pictographs.

### For more advanced students:

❶ Divide students into groups of five or six.

❷ Assign each group one of the pre-historic Native American cultural eras (Paleolithic culture, Archaic culture, Woodland culture, and Mississippian culture) to research.

❸ Have students create pictographs which represent five to six events in each cultural era. (Remind students that early man did not use written words but pictograph symbols to communicate ideas.)

❹ Provide each group with brown paper bags to “simulate” tanned animal skins. Students can make “skins” pliable by wadding up their bags. Encourage groups to use creative symbols and colors to communicate their cultural events.

❺ Have groups share their pictographs with the rest of the class.



② Cultures change and evolve over time. The same is true for the earliest Native American cultures in Tennessee. As a class explore the changes in Native American cultures by completing a cultural group time line.

① Program four index cards with the four prehistoric Native American cultural eras, Paleolithic, Archaic, Woodland, and Mississippian (one per card).

② Program twenty index cards with the following cultural facts (one fact per card):

Hunted mastodons for food  
First big game hunters  
First to shape tools from stone  
Followed migrating game from Asia  
15,000 B.C. - 8,000 B.C.  
(answer: Paleolithic)

Hunters and gatherers  
Developed the atlatl (spear thrower)  
First to stay in one place for periods of time  
Gathered nuts, berries, fish, and mussels  
8,000 B.C. - 1000 B.C.  
(answer: Archaic)

Burial mound people  
First to use bow and arrow  
First to use pottery and baskets  
First to use slash and burn agriculture  
1000 B.C. - 800 A.D.  
(answer: Woodland)

First to build fortified villages  
Built temple mounds  
First to be governed by chieftans  
Played the sport of *tchung-kee* (chunkey)  
1000 A.D. - 1550 A.D.  
(answer: Mississippian)

③ Distribute cards to students (one card per student)

④ Have students with time period cards place them in the correct order on the chalk board or on a piece of butcher paper. (Be sure to have tape available.)

⑤ Next have students with the names of the Native American cultural groups place their cards beneath the appropriate time period.

⑥ Next, have students with cultural facts place them under the appropriate Native American cultural group.



⑦ Finally, as a class review the entire Native American cultural group time line.

What is archaeology?  
Use the word web to organize ideas about "archaeology". Remember to use the dictionary, encyclopedia, books about archaeology and the Internet. Also consider the branches of archaeology, tools, famous archaeological discoveries, procedures, etc.



## What is archaeology?

① Have students use the word web from the appendix to brainstorm and organize their thoughts and ideas about archaeology.

② Explain to students that archaeologists dig up or “excavate” artifacts. They then use these artifacts to learn as much as possible about people who lived in the past. Artifacts can be anything— coins, pieces of pottery, buttons, shells, building materials, bones, foods, and any other remains.

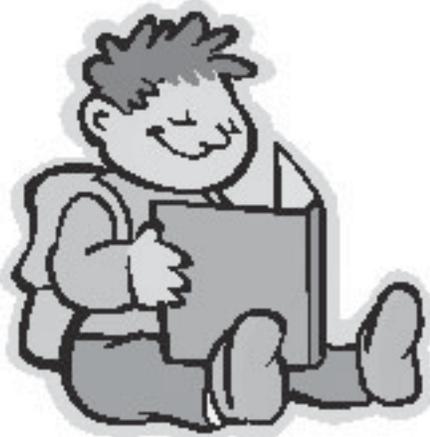
As a **homework assignment** have students bring in a paper bag (lunch bag size) with five “artifacts” that reveal information about themselves. For example, if someone likes to read a lot, he or she might include his or her favorite book or a library card.

The next day, divide students into small groups of five or six. Instruct students to place their bags in the center of the group and to take one that is not his or her own.

Each student should examine the contents of each bag and try to identify its owner. In addition, each student should record what each artifact revealed about its owner.

Repeat this process until each student has examined and identified the owner of every bag in his or her group.

Finally, as a class discuss the information learned from the artifacts in each bag. Explain that archaeologists use similar techniques to learn about ancient cultures from their artifacts.



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# Appendix

**What is archaeology?**

Use the word web to brainstorm ideas about "archaeology". Remember to use the dictionary, encyclopedia, books about archaeology and the Internet. Also consider the branches of archaeology, tools, famous archaeological finds/sites, procedures, etc.



## First Tennesseans Vocabulary Words

1. **archaeology**– the recovery and study of objects or artifacts left behind by past human cultures
2. **Archaic**– refers to the prehistoric Native American culture that existed from about 8,000 B.C. to 1000 B.C.; known for the use of the atlatl and for being hunter gatherers
3. **arrow**– a thin, straight shaft made for shooting as a weapon from a bow; used in hunting
4. **art**– an arrangement or creation of colors, images, or other elements that affects one’s senses
5. **artifact**– an object produced by man which is of archaeological or historical interest
6. **atlatl**– an ancient device used to throw spears greater distances
7. **basket**– a container made from interwoven material used to carry, transport, or store objects
8. **bones**– remains or parts of a skeleton
9. **bow**– a weapon made of a curved strip of flexible material such as wood, strung taut and used to launch or shoot arrows
10. **clay**– earth that forms a paste with water and hardens when heated
11. **corn**– a variety of tall widely grown cereal plant bearing seeds or kernels on large ears
12. **culture**– beliefs, patterns, and institutions shared by a group of people
13. **deer**– a hoofed mammal with antlers shed by males and often hunted as a source of food and other uses
14. **farmers**– those who cultivate land for agricultural products or crops
15. **fish**– any number of cold-blooded aquatic vertebrates having fins, gills, and a streamlined body often used as a source of food
16. **games**– competitive activities governed by rules
17. **gatherers**– people who foraged for food items
18. **glacier**– a huge mass of moving ice originating from compacted snow
19. **gorget**– an ornamental or decorative collar worn at or near the throat
20. **historic**– refers to people, places, events recorded in the time of written records having importance in or influence on history
21. **hunters**– those who pursue game for food or sport
22. **Ice Ages**– refer to times when most of the earth was covered by huge glaciers
23. **mastodon**– extinct mammal which lived during the end of the Ice Ages and during the Paleolithic era resembling the elephant and hunted for food and other uses
24. **Mississippian**– refers to the prehistoric Native American culture that existed from about 1000 A.D. to 1450 A.D.; known for building permanent villages or towns with temple mounds
25. **mounds**– raised masses of earth used for burials by the Woodland Culture and as the foundation for temple structures by the Mississippian Culture
26. **New World**– refers to the Western Hemisphere; the Americas and nearby islands
27. **nomads**– a group of people who have no permanent home and wander from place to place in search of food and water

28. **Old World**– refers to the Eastern hemisphere, especially Europe but also Africa and Asia
29. **Paleo (Paleolithic)**– refers to the prehistoric Native American culture that existed from about 15,000 B.C. to 8,000 B.C.; known for being nomadic hunters
30. **pottery**– vases, pots, bowls or plates shaped from moist clay and hardened by heat, used to carry, transport, or store objects
31. **prehistoric**– refers to people, places, events from the time before the written record or before recorded history
32. **spear**– a weapon with a long, sharply pointed shaft used in hunting
33. **stones**– rocks
34. **tools**– hand-held devices used to do work
35. **trade**– to make an exchange of one thing for another
36. **village**– a small group of dwellings in a rural area
37. **Woodland**– refers to the prehistoric Native American culture that existed from about 1,000 B.C. to 8,00 A.D. known for the use of the bow and arrow, agriculture, and burial mounds

# First Tennesseans

Z  
 EKE  
 ZVT  
 EKNBF  
 VVUHB  
 YVHKFDW  
 QFXUNBS  
 ROIOZNMEE  
 LUSLOOTKS  
 FPGHDHDQEBJ  
 AYAOSGQVJRN  
 BGQTPWSPPKSV  
 TLSHRNBSURCOD  
 BPALEOORZII XOHK  
 UMCHRNOLRVXEQRD  
 KTOICEAGESHDDJMNK  
 QMSESRRYTXTFOMUAQ  
 OYTCRCSTWNEEYTMDLLI  
 WOFTHJRIJKJTRGBMDHH  
 NROSAMDLFSDNMEULVOGIL  
 IGTIYRYAESLBTWTIOUXF  
 CPGCOWGMBBCNWIRTII LWFNTS  
 AKVSGORGETOKZPOEDLUJDDF  
 ONELCDBIXMRTZLDPWYALCAQSU  
 TLOENSVMGRQSR TWOIWGAMESYE  
 OZGCFURKXAWEOIARCHAEOLOGYZF  
 JAIHJMADEKANESLDIZHNNZZMDHL  
 HDEWVUUWPEVOHRDTQEJFFBTCACMB  
 EGEVTJWSDWCKNIVA ZZSSCDSIVA JCT

archaeology  
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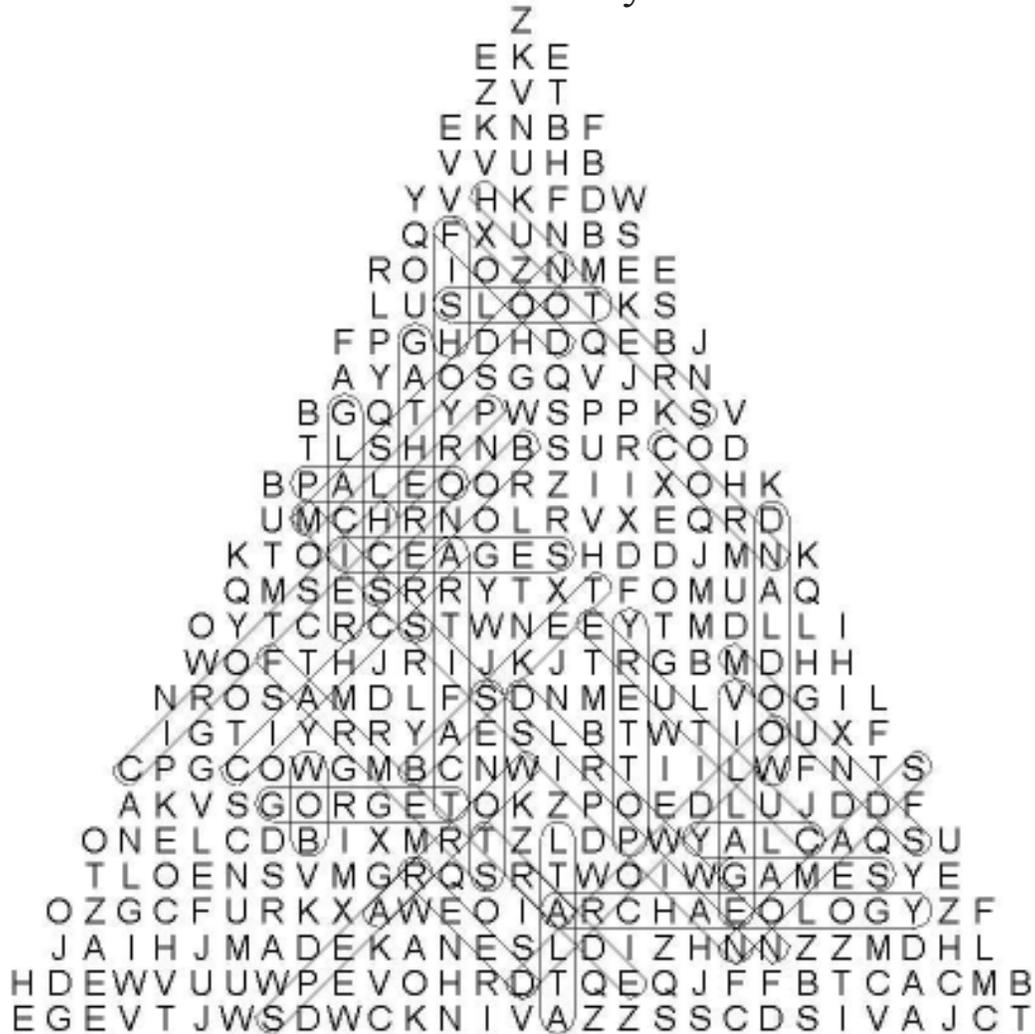
historic  
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 Mississippian  
 mounds  
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 nomads  
 Old World  
 Paleo

pottery  
 prehistoric  
 spear  
 stones  
 tools  
 trade  
 village  
 Woodland



# First Tennesseans

## Answer Key



archaeology

Archaic

arrow

art

artifact

atlatl

basket

bones

bow

clay

corn

culture

deer

farmers

fish

food

games

gatherers

glacier

gorget

historic

hunters

Ice Ages

mastodon

Mississippian

mounds

New World

nomads

Old World

Paleo

pottery

prehistoric

spear

stones

tools

trade

village

Woodland



## Additional Resources

For a general introduction to the science of archaeology:

- \**Dig This! How Archaeologists Uncover Our Past*, by Michael Avi-Yonah
- \**Archaeology: Digging Deeper to Learn About the Past*, by Judith Cochran
- \**Archaeologists Dig For Clues*, by Kate Duke
- \**I Can Be an Archaeologist*, by Robert B. Pickering
- \**Archeology*, by Jane McIntosh

Although not specific to Tennessee, these books give an overview of the processes, skills and tools used by professional archaeologists at various dig sites around the world.

For a general introduction to prehistoric Native American life:

- \**Prehistoric Life: The First Settlements*, by Rubert Matthews
- \**The Earliest Americans*, by Helen Roney Sattler
- \**Cultural Atlas for Young People: Ancient America*, by Marion Wood
- \**The First Americans: Indians of the Southeast*, by Richard E. Mancini

Not specific to Tennessee, however, these books build bridges forward to the historic Native American nations.

For a general introduction to historic Native American nations and European exploration and conquest:

- \**Native Americans and the Spanish*, by Therese De Angelis
- \**Exploration and Conquest: The Americas After Columbus, 1500-1620*, by Betsy and Guilio Maestro
- \**Ancient Indians: The First Americans*, by Roy A. Gallant

These books address initial cultural exchanges and their lasting effects and results.

Tennessee specific:

- \**The Tennessee: The Old River, from Frontier to Secession*, by Donald Davidson
- \**The Old Stone Fort: Exploring an Archaeological Mystery*, by Charles H. Faulkner
- \**Tribes that Slumber: Indians of the Tennessee Region*, by James Malone