Native Americans Tennessee State Standards

Activities in this Suitcase Exhibit may assist in meeting these State Standards.

**Grades K-2**

K.2  Summarize people and places referenced in picture books, stories, and real-life situations with supporting detail.

K.3  Compare family traditions and customs among different cultures.

K.4  Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

K.11 Use correct words and phrases that indicate location and direction, including up, down, near, far, left, right, straight, back, in front of, and behind.

K.24 Use correct words or phrases related to chronology and time, including now, long ago, before, after; morning, afternoon, night; today, tomorrow, yesterday, last or next week, month, year; and present past, and future tenses of verbs.

K.27 Scan historic photographs to gain information and arrange in sequential order.

K.30 Identify and summarize information given through read-alouds or through other media about famous people of Tennessee:
   - David Crockett
   - Sequoyah
   - Andrew Jackson
   - James K. Polk
   - Andrew Johnson

1.1 Explain with supporting details the culture of a specific place, including a student’s community and state.

1.7 Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, including Cherokee, Chickasaw, Shawnee, and Creek tribes.

1.15 Recognize basic map symbols, including references to land, water, cities, and roads.

1.17 Identify the shapes of Tennessee and the United States on maps and globes.

1.21 Describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation.

1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.

1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from these Tennessee leaders were important in the development of the state:
   - Nancy Ward

2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.

2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.

2.13 Compare how maps and globes depict geographical information in different ways.

2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.

2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.

2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts.

Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas,
Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, and Sitting Bull.

2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.

Grades 3-5

3.1 Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies.

3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.

3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.

3.5 Explain the difference between relative and absolute location.

3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.

3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.

3.10 Trace the development of a product from its natural resource state to a finished product.

3.14 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music.

3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, the Panama Canal, and current events.

3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, and political figures. Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Geronimo, George Washington Carver, Georgia O’Keeffe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.

3.26 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange.

3.27 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee.

4.1 Describe the legacy and cultures of the major indigenous settlements in Tennessee including the Paleo, Archaic, Woodland, and Mississippian:

- Coats-Hines Site
- Pinson Mounds
- Old Stone Fort
- Chucalissa Indian Village

4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including:

- Principal Chief
- Summer and winter homes
- Beloved Woman
- Recreation
- Clans
- Maternal destinations

4.10 Explain the cooperation that existed between the colonists and American Indians during the 1600s and 1700s, including fur trade, military alliances, treaties, and cultural interchanges.

Grades 6-8

6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).

6.6 Identify and explain the importance of the characteristics of civilizations, including:
- The presence of geographic boundaries and political institutions
- An economy that produces food surpluses
- A concentration of population in distinct areas or cities
- The existence of social classes

7.75 Write an opinion piece with supporting details that describes the effects of exploration on the indigenous American cultures.

8.2 Trace and explain the founding of Jamestown, including:
- Virginia Company
- James River
- John Smith
- Pocahontas
- Powhatan
- John Rolfe
- “starving time”
- Tobacco
- Bacon’s Rebellion
- Indentured servants and slaves
- The arrival of women
- House of Burgesses

8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto.

8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts.