

# TREK THROUGH TIME



## THEMES:

- Cultural resilience
- Indigenous science
- Technological innovations
- Influence of global and national events and technologies on local history
- Cherokee history

## GRADE LEVEL(S):

- 6th - 8th

## DURATION:

- 1 class period of 45-60 minutes

## SKILLS

- Comparing time periods
- Developing historical awareness
- Making connections
- Spatial representation
- Gathering information
- Synthesizing from multiple sources, draw inferences and form conclusions
- Citing evidence
- Observing and interpreting
- Using mathematical reasoning to create a timeline to scale

## BEST TIME FOR ACTIVITY:

- Anytime

## SUMMARY

*Interplay of culture and science*

Students will spatially represent modern to ancient time by building a timeline rope of events using era and event hang-tag cards, focused on history with a Cherokee perspective.

## OBJECTIVES AND CONNECTIONS

Students will be able to...

- Students will compare the relative time periods in Indigenous and Euro-American history to appreciate the resiliency and longevity of the Eastern Band of Cherokee tribe.
- Students will interpret facts of Cherokee culture and American history as it relates to the Great Smoky Mountains Region.
- Students will identify the mission of the National Park Service to preserve and protect important cultural and natural resources.

## MATERIALS & PREPARATION

Preparation

- Interactive Presentation Board
- Tie rope between two trees ~15-20 feet apart (can be adapted indoors - between chairs in a hallway)
- Find appropriate large space that allows for walking
- Hang-tag cards & velcro hangers or hooks

Activity Materials

*Materials designated with a \* will be provided in the activity box.*

- Computer and projector for "PowerPoint" Presentation
- Era and Event laminated hang-tag cards with instructions\*
- Rope with 10 knots\*
- Velcro for hang-tags\*





## NORTH CAROLINA SOCIAL STUDIES CORRELATIONS

- ✓ 6.B.1.1: Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe, and the Americas.
  - ✓ 6.B.1.2: Explain how artistic expressions reflect the values of civilizations...
  - ✓ 6.G.1.1: Explain how human and physical characteristics impacted migration and settlement...
  - ✓ 6.G.1.2: Explain how movement and settlement patterns affected the development of civilizations...
  - ✓ 6.G.1.3: Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations...
  - ✓ 6.H.1.1: Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas.
  - ✓ 6.H.1.2: Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society.
  - ✓ 6.H.1.3: Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources.
  
  - ✓ 7.B.1.1: Compare major elements of culture in various modern societies around the world.
  - ✓ 7.E.1.5: Explain how economic systems have led to the transformation of various regions around the world and Indigenous ways of life.
  - ✓ 7.G.1.1: Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.
  - ✓ 7.H.1.1: Distinguish specific turning points of modern world history in terms of lasting impact.
  - ✓ 7.H.1.2: Summarize the influence women, Indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.
  - ✓ 7.H.1.5: Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.
  
  - ✓ 8.B.1.2: Explain how cultural values, practices, and the interactions of various Indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.
  - ✓ 8.C&G.1.5: Compare access to democratic rights and freedoms...
  - ✓ 8.E.1.3: Distinguish the role women, Indigenous, groups, and racial minorities played in contributing to the economic prosperity of North Carolina in terms of equity equality, and mobility.
  - ✓ 8.G.1.2: Explain how location, resources, and human geography influenced development...
  - ✓ 8.G.1.3: Explain how location and human geography presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
  - ✓ 8.G.1.4: Explain the reasons for effects of forced and voluntary migration on various groups...
  - ✓ 8.H.1.3: Explain how slavery, segregation, voter suppression, reconcentration, and other discriminatory practices have been used to suppress and exploit certain groups...
  - ✓ 8.H.1.4: Explain how recovery, resistance, and resilience to inequities, injustices, discrimination, prejudice, and bias have shaped the history of North Carolina and the nation.
  - ✓ 8.H.2.1: Explain how innovation and technology have contributed to change...
  - ✓ 8.H.2.3: Explain how the experiences and achievements of women, minorities, Indigenous and marginalized groups have contributed to the development of North Carolina and the nation over time.
- 





## NORTH CAROLINA MATH CORRELATIONS

- ✓ 6.RP.3: Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems
  - 7.RP.2 Recognize and represent proportional relationships between quantities.
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## TENNESSEE SCIENCE CORRELATIONS

- ✓ BIO2.ETS2: Create a timeline depicting how humans have employed engineering and technology to maximize use of microorganisms, plants, and animals for various purposes.

## TENNESSEE SOCIAL STUDIES CORRELATIONS

- ✓ 5.27: Identify the cultures of the major Indigenous settlements in Tennessee (Archaic, etc.).
- ✓ 5.28: Identify the pre-colonial American Indian tribes residing in Tennessee.
- ✓ 6.01: Identify the meaning of time designations: BC/BCE; AD/CE; Circa, decades, centuries
- ✓ 6.02-6.04: Describe characteristics of Ancient Civilizations: tools, weapons, agriculture, culture
- ✓ 6.05-6.62: Comparing ancient civilizations of the world & their technologies.
- ✓ 6.G.1.4: Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g....farming techniques).
- ✓ 7.54: Explain the impact of geographic features on North American Indian cultures (tools, etc.).
- ✓ 7.55: Describe the diverse networks of North American Indian cultures (customs, etc).
- ✓ 7.58-7.65: Age of Exploration: 1400s-1700s - analyze the motivations for movement and impact.
- ✓ 8.01-8.28: Colonization reasons and impacts, American Revolution and impacts of the new nation.
- ✓ 8.29-8.37: Explore growth of the new nation, sectionalism, reform.
- ✓ 8.38: Describe how technological developments affected the growth of the industrial economy.
- ✓ 8.47: Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government.
- ✓ 6-8. SSP.05: Develop historical awareness by identifying patterns of continuity and change over time, making connections to the present.

## TENNESSEE LANGUAGE ARTS CORRELATIONS

- ✓ 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- ✓ 7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.





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### **About this project:**

The Seeking Paths in Nature (SPiN) project was developed through a partnership between Great Smoky Mountains National Park (GRSM) and the Cherokee Preservation Foundation. SPiN encompasses the focused efforts to enlighten the public, students, and GRSM employees on the history and cultural connections inherent between the Cherokee and the land, currently deemed as Great Smoky Mountains National Park, as well as surrounding communities.

### **Background Information:**

The land of Great Smoky Mountains National Park lies on the traditional homeland of the sovereign nations of Cherokee, or Aniyuwiya\*, (\*pronounced “a-nee-ya-wee-ya”) meaning the Principal People. We recognize the Cherokee and their ancestors as the original and continuing stewards of this land, going back to time immemorial. The Cherokee have a deep, complex, and reliant relationship with the land. Their intimate knowledge and relationship with the land along with the seasonal availability of plants and animals has resulted in stories, medicinal remedies, foodways, arts, technologies, science, and many other practices that prioritize ecologically sustainable stewardship and partnership with the land. Many Cherokee continue these significant traditions.

Vast changes to the land came in the late 1700s when European immigrants, largely of Scotch-Irish heritage, moved to the Southern Appalachians. The massive influx of people and greediness led to disputes and conflicts between the Europeans and Cherokee, eventually resulting in the tribe being forced to sign over their lands first to Great Britain, and later to the United States. Though some found ways to remain on their traditional lands in the 1830s, most Cherokee were forced to move west. Nearly 16,000 Cherokee were forced to walk to newly appointed Cherokee lands located in present-day Oklahoma. This tragic journey is known as the “Trail of Tears” due to the deaths of approximately 4,000 Cherokee people. Since the arrival of settlers, there have been many impacts of colonization including wars, conflicts, disease, broken treaties, land resource exploitation, forced assimilation, and genocide. Despite it all, the Eastern Band of Cherokee Indians have persevered.

Today, the Cherokee live on just a small fraction of their traditional homelands known as the Qualla Boundary. They are revitalizing their culture through efforts such as language preservation, the arts, education, community building, natural resource management, and commercial enterprises. Currently, the EBCI Qualla Boundary adjoins a southern portion of Great Smoky Mountains National Park, and the Cherokee proudly proclaim: “Si O Tse Do Ha”\*, (\*pronounced “she oh tsay doe ha”) or “We’re Still Here!”



## Acknowledgements:

Special thanks for contributions from the Cherokee Preservation Foundation, Friends of the Smokies (FOTS), Great Smoky Mountains Association (GSMA), Cherokee Central Schools, Eastern Band of Cherokee Indians (EBCI) Natural Resources, Museum of the Cherokee Indian (in particular *Dakota Brown and Dawn Arneach*), EBCI Speaker's Council [*Laura Pinnix, Roger Smoker, Bo Lossiah, Marie Junaluska, Mary Wachacha (in memoriam), and Dr. Hartwell Francis*]. For your insight, we thank *Russ Townsend*, EBCI Tribal Historic Preservation Office Program (THPO), and the many teachers who assisted in content creation and piloting [*Jessica Metz, Malia Crowe Skulski, Kaitlin Roberts, Matt Tooni, Lizzie Carver, Amanda Clapp, Nikki McCoy, Randi Neff, Max Lanning, Melissa Crisp, Judy Dulin, Michelle Whaley, and Brian Hardison*], community members *Louise & Butch Goings, Peggy Hill-Kerbow*. The National Park Service (NPS), AmeriCorps Project Conserve members, and Great Smoky Mountains National Park Education staff and interns.

Thank you to our project coordinators whose leadership and creative energy were vital to the success of this project. *Jessica Metz* led the project in 2014 – 2016, *Julie Townsend* (in memoriam) led the project from 2016-2019. For their seasonal terms as project assistants, we thank *Jessica Stump, Natrielfia Miller and Kahawis*.

*We dedicate this curriculum guide in the memory of Julie Townsend; her good humor, knowledge and relationships in the community are missed daily. Julie lived her life by the Cherokee concept of Gadugi - “we learn together” and it is with this intent that we offer these activities to you.*

We acknowledge that the spelling of Cherokee words included in these documents may differ slightly, as there are variations of Cherokee dialects within EBCI.



NATURAL RESOURCES  
EASTERN BAND OF CHEROKEE INDIANS



# IN-CLASS ACTIVITY

## VOCABULARY AND DEFINITIONS



**Grade Level:** 6-8

**Subject Area:** Social Studies

**Activity time:** 45-90 minutes

**Setting:** Classroom

**Skills:** Analyzing, Listening, Listing, Organizing

### Materials:

- Computer(s) with projector
- Era Cards
- Rope with 10 knots
- Event hang-tags
- Velcro for hang-tags

### Vocabulary:

- **Archeology / Archaeology:** the study of human culture, history and prehistory through the analysis of sites, artifacts and other remains.
- **Atlatl:** an ancient hunting tool using a lever mechanism to launch long darts.
- **BCE:** Before Common Era. A method to identify ancient times, equivalent to BC, as a timeframe before 1 CE.
- **CE:** Common Era. A method to identify a year “in our time”, equivalent to AD, beginning at the year 1 in the Gregorian Calendar.
- **Century:** a period of 100 years, such as the 1700s.
- **Circa:** approximately.
- **CCC:** the Civilian Conservation Corps, including the CCC-ID (Indian Division) was an effort during the Great Depression.
- **Colonization:** the process of seizing and declaring ownership and control over territory by subjugating, forcibly removing, requiring assimilation, or murdering the original inhabitants of that territory.
- **Decade:** a period or group of ten years, such as the 1930s or 1970s.
- **Eastern Band of Cherokee Indians (EBCI):** a sovereign nation of Cherokee located in North Carolina. They are the legacy of the Cherokee that remained in the area following the forced removal of many Cherokee to Oklahoma.
- **Indigenous:** originating or occurring in a particular place; native.
- **Millennium:** a period of 1000 years.
- **Qualla Boundary:** the title of the lands held in legal trust by the Eastern Band of Cherokee Indians, in the Cherokee, NC area.
- **Syllabary:** a set of written characters or symbols representing syllables, serving the purpose of an alphabet.



# IN-CLASS ACTIVITY

## TIMELINE ROPE “TREK THROUGH TIME”



### Background / Pre-Activity Discussion:

*(can use the Powerpoint to lead the In-Class discussion and the Activity Procedures)*

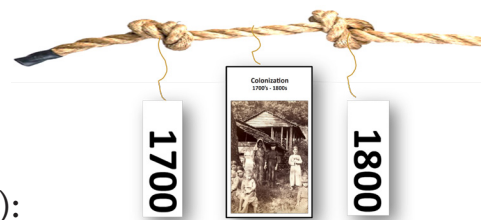
*How long have people lived in the Great Smoky Mountains region? What do you think?*

We know people have been here a LONG TIME, so let's find out...

To demonstrate how long people have been in the area and compare it with what we might have learned in our history classes, students will go on “A Trek Through Time!” A “timeline rope” activity will demonstrate how long people have been here, how Cherokee history relates to United States and World history, and how different histories were impacted by the inventions of technologies and the movement of people.

### Timeline Rope Activity Procedure:

1. Tie the knotted rope (with ten knots spaced about a foot apart) between two trees or other large objects.
2. Pass out the date hang-tags and have students hang them on the rope at every knot. The most current years start on right and then move left to go backwards in time.
3. Discuss what CE (Common Era) and BCE (before Common Era) mean.
4. Next hand out event hang-tags and students will place their card on the rope within correct time period.
5. Discuss each event hang-tags before placing it on the rope.
6. Students whose time periods fall before the time of the rope will wait. (Pre-1000)
7. Once the rope is filled (from 1,000 – 2,000 CE), there will be students with remaining hang-tags that pre-date this time period. They will now “Trek Through Time” going backwards.
8. The student with “1 CE” will now take 10 small steps (or 3 large paces) away from the rope (towards whatever space you will be trekking through). These 10 feet represent 1,000 years.
9. If another student has an event hang-tag close to this period of time, they can read it, otherwise continue trekking to 1,000 BCE, then 2,000 BCE, etc... stopping along the way to discuss the hang-tags, until 10,000 BCE is reached.
10. The student with Indigenous cultures can then walk past 10,000 BCE, estimating where 12,000 BCE would be.



### Timeline “**Hard Mode**” Procedure (events have no dates):

1. Follow above steps 1 - 3.
2. Pass out event hang-tags that have no dates **and** do not denote CE or BCE. Give students the chance to fill in years with dry erase markers before arranging events on rope.
3. With answers locked in, move right to recent history. If the event tag is in the correct place, have students read information and discuss.
4. If the event is not in the right place, use the teacher key to have them find the correct one. Discuss how far off their estimation was and why they thought one was older than the other.
5. When end of rope is reached, pass out 11 remaining event tags and have students fill in dates. With help of classmates, have them physically arrange with dates further in past on left.
6. Use key to correct any wrong dates and placement before following above steps 8-10 to “Trek Through Time”.



## Post-Activity Discussion:

*(can use the Powerpoint to lead the In-Class discussion)*

*Let's ask again: How long have people lived in the Great Smoky Mountains region? What do you think?*

People have used these areas at least 14,000 years, from the latest archaeological investigations. As carbon-dating and other technologies used to analyze artifacts and sites are refined, those dates are continually being moved back further in time.

Science might tell us that people have been here at least 14,000 years, but all cultures each have their own origin stories. Cherokee call themselves Ani-yu-wiya, “the principal people”, or “first people”. Their stories tell us that they have “always been here”. While other cultures and people may come and go, Cherokee were originally here, and are still here.

### What about the people that were already here, did they already “settle” the area?

Because of disease, war, destruction of entire villages in the revolutionary era, and the abduction and enslavement of many Indigenous people in the 1600-1700s, much of the area appeared to be uninhabited in the early 1800s when the European “settlers” arrived. After Cherokee removal in the 1830s, an even smaller fraction remained.

### Observations

1. What did you notice about the timeline and the clusters of cards? Why were there more cards concentrated at certain points? (discuss written history)
2. Did anything you saw in this activity surprise you?
3. What are some of the important innovations you learned about in the timeline? How do you think these developments changed the course of history?
4. What are some cards that you would add to this activity?
5. What events would you put on your own timeline? Your ancestors? Your community?
6. Is there a technology you use daily? Do you know its history?

### Conclusion:

History can be very different depending on the perspective from which it is told.

1. Why do you think this is the case? Can you think of examples? (Example: revolutionary war story – perspectives are different for United States, Britain, and the Cherokee. Some benefited and others didn't. Our history books favor the US revolutionary story, with “victories” likely different from those for the Cherokee or British.)
2. We often think of history as events recorded or written down. However, in many cultures, stories of the past are passed down orally from one generation to the next. Historians, archaeologists, and anthropologists are not always present at the time periods they are studying, so how do they piece together history?
3. If you were to come to the National Park, what might you see? Is there evidence of previous societies? How can we help protect it?



# EXTENSION ACTIVITIES AND REFERENCES

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## Extension activities:

1. Using the provided cards as a starting point, have the class decide what additional cards might be added and invite them to research using primary and secondary resources, and develop additional cards. Some examples: African American history, local historical events, civil rights, treaties, important people, foodways, inventions.
2. Plan a trip to Great Smoky Mountains National Park to visit areas like the Oconaluftee Visitor Center, Mountain Farm Museum, Mingus Mill & enslaved person cemetery, Deep Creek, Kephart Prong or other areas to observe landscapes with connections to the past.
3. Visit the Museum of the Cherokee in Cherokee, NC to study stories, artifacts and culture of the Eastern Band of Cherokee.
4. Cherokee Pottery Activity: because pottery is one method that archaeologists use to distinguish different societies and eras, pottery can be used to make tangible connections to use of local resources, use of traded resources, worldwide technologies of the same time frame, and the impact of technology on civilization.
5. Blowguns / Atlatl Activities - with cultural connections and time frames discussed, using blowguns or atlatl activities, or cultural games can also make tangible connections through use of resources and technology.

## References:

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- Mooney, James - Myths of the Cherokee (1897-98)
- <https://shiyo.org/> - Cherokee language app for students





1000CE



1100CE



1200CE

A light green spiral graphic is located on the left side of the top green box.

1300CE

A light green spiral graphic is located on the left side of the middle green box.

1400CE

A light green spiral graphic is located on the left side of the bottom green box.

1500CE

A decorative spiral graphic in shades of green, located on the left side of the first green bar.

1600CE

A decorative spiral graphic in shades of green, located on the left side of the second green bar.

1700CE

A decorative spiral graphic in shades of green, located on the left side of the third green bar.

1800CE

A decorative spiral graphic in the top-left corner of the first green box, composed of concentric, slightly offset circles in varying shades of green.

1900CE

A decorative spiral graphic in the top-left corner of the second green box, composed of concentric, slightly offset circles in varying shades of green.

2000CE



# 1 CE

**PLEASE TAKE 3 LARGE PACES OR 10 SMALL STEPS = 10 FEET**

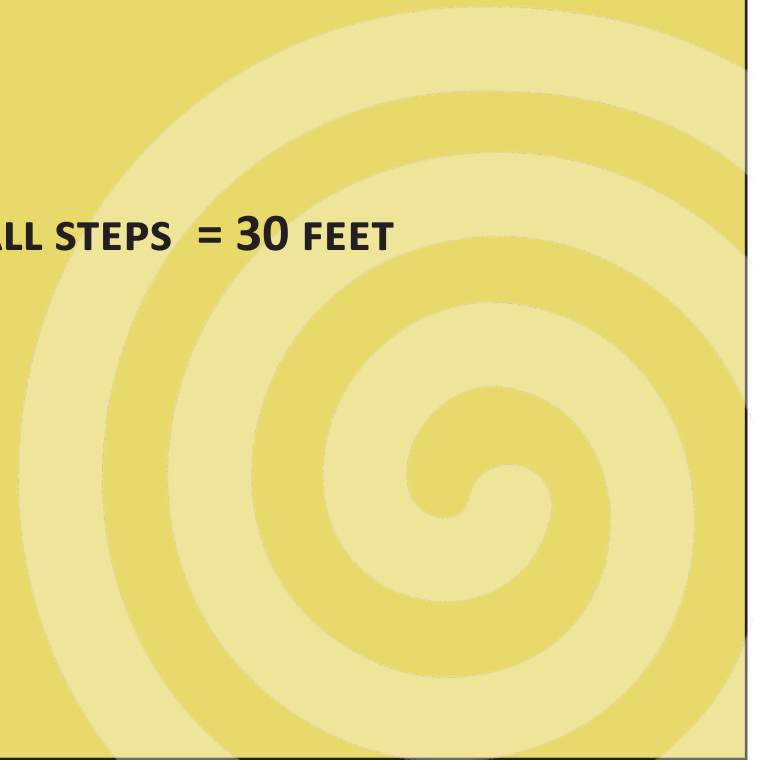
# 1000 BCE

PLEASE TAKE 6 LARGE PACES OR 20 SMALL STEPS = 20 FEET



# 2000 BCE

PLEASE TAKE 9 LARGE PACES OR 30 SMALL STEPS = 30 FEET



# 3000 BCE

PLEASE TAKE 12 LARGE PACES OR 40 SMALL STEPS = 40 FEET



# 10,000 BCE

PLEASE TAKE 30 LARGE PACES OR 100 SMALL STEPS = 100 FEET

