The Daily Life of the Cherokee
by Dan Greenberg

Selection Summary
The author looks back at the woodland Cherokee Indians of the 1700s and 1800s: their homes, clans, and gender roles. He also looks at the Cherokee today; they are modern yet maintain their clans — and still enjoy celebrating together by stomp dancing.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Expository text organized under section headings</td>
</tr>
<tr>
<td>Content</td>
<td>Cherokee history, society, customs</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Men's and women's roles vary in different societies.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>The author begins and ends with celebratory Cherokee stomp dancing.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Tense shifts from present (p. 2) to past (pp. 3-8) and back to present (pp. 9–10).</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Cherokee cultural terms: stomp dance, sacred fire, Green Corn Festival, clan names</td>
</tr>
<tr>
<td>Words</td>
<td>Many multisyllabic words: celebration, American, Oklahoma, traditional</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color and black-and-white photographs support and supplement the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Captioned photographs, a map with labels (p. 3), and a chart (p. 7)</td>
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</table>

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Build Background
Use students’ knowledge of family or cultural celebrations/traditions to create interest, asking a question like this: Are there special events, activities, foods, or clothing that have been in your family for a long time? Then read the title and author, and discuss the cover. Explain that the Cherokee are a nation of Indians and that these modern-day Cherokee girls are performing a traditional dance in traditional clothing.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 2: This book describes the daily lives of the Cherokee Indians, today and in the past.
Suggested language: Turn to page 2. Men and women in this old photo are Cherokee Indians from long ago. Read the caption and tell what dance they are doing and why they are doing it.

Page 3: Introduce the map. This map shows the rugged land of the Cherokee in the 1700s. You can see places on the map that show where mountains are. The Cherokee land has mountains with steep peaks.

Pages 4–5: Turn to pages 4 and 5 and examine the headings, photos, and captions to tell what you will read about on these pages.

Page 7: Draw attention to the chart. Charts organize lots of facts in a small space. This chart is about Cherokee clans. Every Cherokee belongs to a group, or clan. What can you learn about the clans from reading the chart?

Now turn back to the beginning of the book and read to find out about the lives of the Cherokee—as they used to be and as they are now.

Target Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>examined</td>
<td>looked at closely</td>
<td>5</td>
</tr>
<tr>
<td>fondly</td>
<td>in a loving way</td>
<td>10</td>
</tr>
<tr>
<td>mist</td>
<td>a mass of tiny drops of water in the air</td>
<td>5</td>
</tr>
<tr>
<td>pausing</td>
<td>stopping briefly</td>
<td>10</td>
</tr>
<tr>
<td>peak</td>
<td>pointed top of something</td>
<td>3</td>
</tr>
<tr>
<td>pleaded</td>
<td>made an urgent request</td>
<td>5</td>
</tr>
<tr>
<td>rugged</td>
<td>rough and uneven</td>
<td>3</td>
</tr>
<tr>
<td>steep</td>
<td>very high</td>
<td>3</td>
</tr>
</tbody>
</table>
Read
Have students read The Daily Life of the Cherokee silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Analyze/Evaluate Strategy thinking carefully about the text and then forming an opinion about it.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the book.
Suggested language: What Cherokee custom or tradition did you find the most interesting? Why?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Cherokee changed their homes and location over time.</td>
<td>• Indians’ lives today are a mix of the new and the old.</td>
<td>• The author begins and ends with the Cherokee celebrating and doing the stomp dance.</td>
</tr>
<tr>
<td>• Cherokee men and women lived in clans and had different jobs to do.</td>
<td>• Men’s and women’s roles can be different in different societies.</td>
<td>• Black-and-white photos show earlier times. Color photos show the present.</td>
</tr>
<tr>
<td>• Cherokees today have modern jobs but many still live in clans and keep traditions like the stomp dance.</td>
<td>• People of all cultures like to celebrate together and have fun.</td>
<td>• A map and a chart are included to show more information about the Cherokee.</td>
</tr>
</tbody>
</table>

Choices for Further Support
• Fluency Invite students to choose a paragraph to read to demonstrate phrased reading. Remind them that when they read a long sentence, they should look for ways to group words together, as in this sentence on page 2: The Cherokee have been holding dances like this for many years.
• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that the -er ending can be added to a base word (verb) to make a noun that means “someone who does something.” Demonstrate with farmers (p. 5), showing how farm + -er makes a word that means “someone who farms.” Have students identify the base words and discuss the meanings of these words from the text (listed in the singular): singer, healer, hunter, teacher, leader, and tracker.
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 13.1.

Responding
Have students complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on page 12. (Answer: rugged)

Reading Nonfiction

Nonfiction Features: Maps and Charts
Remind students that maps are drawings of a part of the world. Maps usually have labels that identify places, with different colors used for water and land. Point out the state names and bodies of water on the map on page 3. Read the caption to identify the purpose of the map. Have students compare this map with another classroom or textbook map: What parts of the world are shown in each? What kinds of labels are used? How are colors used? What is each map’s purpose?

Explain that charts show a lot of information in a small space. Use the chart on page 7 to review parts of a chart: the heading (what the chart shows), the columns/column headings, and rows. Tell them that when they read down, the column headings tell what is in each row. When students read across, they can compare information in two or more rows. Ask questions about individual entries such as: Which clan’s color is brown? What special job do people of the Paint Clan have? Then ask questions that have students compare entries, such as: Which clans have one special job? Which have two? Which clans share the same job?

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6.

Assessment Prompts

• In the paragraph on page 3, which word means almost the same thing as high?

• Which word on page 5 tells the reader that Cherokee women took the time to know how every plant they planted was doing?

• What can readers tell from the fact that modern Cherokee still get together to do the stomp dance, even though they may not plant corn any more?
English Language Development

Reading Support Pair English-speaking and English language learners so that they can check their understanding with each other. After reading the text, have pairs make a list of interesting language they learned from finding out about the Cherokee way of life, such as stomp dance, sacred fire, and Wild Potato Clan.

Vocabulary Students may be more familiar with other words that sound like the target vocabulary words mist, peak, and pausing. Show the spellings and discuss the different meanings for these homophone pairs: mist/missed, peak/peek, and pause/paws.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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</thead>
<tbody>
<tr>
<td>Speaker 1: Which Indians did you just learn about?</td>
<td>Speaker 1: Each clan has special jobs and special rules. What other two special things does it have?</td>
<td>Speaker 1: How has the reason for the stomp dance changed?</td>
</tr>
<tr>
<td>Speaker 2: Cherokee</td>
<td>Speaker 2: It has special colors and special trees. Speaker 1: What main job did Cherokee men have? Speaker 2: Their main job was to find food (or to hunt and fish).</td>
<td>Speaker 2: Today it is a fun gathering. Long ago, it was a celebration of a new corn crop. Speaker 2: How are Cherokee clans different?</td>
</tr>
<tr>
<td>Speaker 1: What dance have the Cherokee always liked to do?</td>
<td>Speaker 2: the stomp dance</td>
<td>Speaker 2: Each clan has different colors, trees, and jobs.</td>
</tr>
</tbody>
</table>

Target Vocabulary

Write words and ideas that go with the word examined in the web. Then create your own webs for the remaining Target Vocabulary words. Possible responses shown.

- examined
- stomp dance
- microscope
- examined
- looked closely
- master

Write About It

Many people climb mountains to reach the peak. It is a challenge. Write a short paragraph about a time that you did something that was challenging. Tell what it was, why you did it, and why it was a challenge. Use the chart for words for your writing.
The Daily Life of the Cherokee

Thinking Beyond the Text

Read the paragraph. Then write your journal entry on the lines.

Imagine you are a Cherokee child, living with your family in the 1800s. Write a journal entry describing how you help your parents with their daily jobs. Use details from the book in your journal entry.

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Target Vocabulary

Write words and ideas that go with the word *examined* in the web. Then create your own webs for the remaining Target Vocabulary words.

Vocabulary

- examined
- fondly
- mist
- pausing
- peak
- pleaded
- rugged
- steep

examined
Welcome to a Cherokee stomp dance! At this celebration, singers sing, rattles shake, and dancers stomp and shuffle as they circle the sacred fire. What a night!

The Cherokee have been holding dances like this for many years. It is a celebration of the past. It is also a celebration of the future. Let's learn about the Cherokee.

In the 1700s, the Cherokee were a woodland American Indian nation. At that time, their home was in the southeast United States. The Cherokee lived in a rugged land. It was a land of swift rivers and steep mountain peaks.