

Creation Story Comparison

Grade Level: 3rd Grade

Subject: Social Studies

Oklahoma Academic Standards | Social Studies

3.1.2 3rd Grade Content Standards (p.15)

3.1.5 3rd Grade Content Standards (p.15)

3.3.4 3rd Grade Content Standards (p.16)

Lesson Summary

The teacher and students will read one or two stories from the Muscogee (Creek) Nation Challenge Bowl Curriculum. The objective is to use the Muscogee (Creek) Nation Education Trunk to identify and describe each item and determine ‘how’ or ‘why’ they were used. Students will gain a good understanding of the Muscogee (Creek) Culture.

Disclaimer: The contents of the Muscogee (Creek) Nation Teacher Fellowship, Lesson Plan Project were developed under grant PR Number S415A150008 awarded by The U. S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education and should not be assumed to be endorsed by the Federal Government. Additionally, recognizing the complex history of The Muscogee (Creek) Nation, State Tribal Education Partnerships (STEP) and Cultural Education Resource Council (CERC) made the determination to use the information herein. The lesson plans can be used to educate students and teachers about Muscogee people and history as they relate to the current Oklahoma Academic Standards. The information chosen is not to diminish other aspects of our history or notable people, nor does it imply the information within the lesson plan is the primary source of knowledge. However, it means that a consensus on what to be represented and that the compilation of The Muscogee (Creek) Nation Teacher Fellowship Lesson Plans was a CERC committee decision. We are confident as we continue to cultivate and scaffold our tribal educational resources, the lesson plans will develop into a more comprehensive tool to be used in support of the Muscogee studies public school curriculum.

Creation Story Comparison

Grade Levels: K-12

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ENGAGEMENT/HOOK

- *Describe how the teacher will capture students' interest.*
- *What kind of questions should the student ask themselves after the engagement?*

Upon reading one or two stories from the Muscogee (Creek) Nation Challenge Bowl Curriculum, ask your students the following questions:

How is this story the same as or different from creation stories you are familiar with or have heard about?

What is the Muscogee (Creek) culture?

EXPLANATION (Teacher models)

- *Student explanations should precede the introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?*
- *List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.*

The teacher shares each item from the educational trunk with the students by giving a description of how and why each item is used. If younger students you might want to pick related items and share a few at a time.

During this time you may want to show videos or pictures of how some of the items are used or worn.

What items would you categories together?

Why do you think the use (these items) for ceremonial dancing?

What items are used today and what for?

What have you seen or have experienced before?

What facts can you gather about Muscogee culture or life?

ELABORATION

- *Describe how students will develop a more sophisticated understanding of the concept.*
- *What vocabulary will be introduced and how will it connect to students' observations?*
- *How is this knowledge applied in our daily lives?*

Culture

Muscogee/Creek

Indigenous

Tradition

Mississippian Culture

EXPLORATION**(Guided/Independent Practice)**

- *Describe what hands-on/minds-on activities students will be doing.*
- *List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration.*

Concentration game to further their knowledge of each item in the trunk. So they can become familiar with each item and their purpose in Muscogee culture.

Description of the items in the Muscogee (Creek) Nation Education Trunk and how they relate to the Muscogee culture.

CLOSURE/EVALUATION**(Pre/Post-Formal/Informal****Assessments)**

- *How will students demonstrate that they have achieved the lesson objective? How will you know they met the objective/learned the lesson?*
- *This should be embedded throughout the lesson as well as at the end of the lesson.*

A written summary of what is contained in the trunk. Pick 2 items from the trunk to describe how it is used. (i.e. Is it used currently in tribal traditions or ceremonies or is it an object used in earlier times or both?)

Resource: [HIGHER ORDER THINKING QUESTION STEMS](#)