



ROCK EAGLE 4-H CENTER

NATIVE AMERICAN STUDIES

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Archaic:** time period 8,000-1,000BCE group of nomadic hunters and gatherers. Started hunting smaller animals with the atlatl and also started using fishhooks, knives and stone axes.
- Cordage:** rope or string made from two or more strips of animal or plant fibers twisted together
- Creek/Muskogee:** Muskogee was a language family of tribes in the Southeast. The British settlers who came into contact with them called them Creek due to their villages being near rivers, streams and creeks. With the threats of European arrival in the Southeast, many of these tribes united into the Creek Nation.
- Megafauna:** large animals that existed in North America before 8000 BCE, including mammoths, mastodons, ground sloth, giant beavers, saber-tooth cats, etc.
- Mississippian:** time period was 800BCE-1540CE. They flourished in the southeast around 800A.D. and collapsed after contact with the Spanish around 1540. They were the ancestors to the Muskogee. A ranked society chiefs and priests.
- Mortar and Pestle:** a club shaped tool (pestle) that is used to grind and crush substances in a stone or wood bowl (mortar)
- Paleo:** time period 11,500-8,000 BCE Small nomadic groups of hunters and gatherers. Hunted large animals with large spear points made out of flint or quartz.
- Sinew:** tendon fibers from a deer or large mammal used to make cordage
- Wattle and Daub:** a method of architecture in which clay is packed onto a woven support
- Woodland:** time period of 1,000 BCE - 800 CE. Started cultivation of gardens, though they were still reliant on hunting and gathering. This caused an increase in permanent settlement. Developed trade. Also invented the bow and arrow, pottery, and copper tools.

Making the best better!



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NATIVE AMERICAN SKILLS

PRE-POST TRIP ACTIVITIES

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

Design a Native American Village

Students design their own Native American village. Through drawing and writings, students can describe what would be in their village (example: buildings, location of buildings, location of village, is it close to a stream or a lake, open land or forests, land for farming). What would they use to make their houses? Their clothes? What would they eat or hunt? How many people would live in their village? What types of plants and animals would be found around their village? Then have the students discuss why they chose to place their village in a certain area, what plants they chose and why.

Let's Play!

Have the students come up with a new Native American game using natural products such as pine cones, sticks, deer hide, etc. There should be a reason behind the game (for land, for rain, to avoid war, etc). Afterwards, test the game out!



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