



Piccadilly Puppets Classroom Guide

Cherokee Tales



Sequoyah teaches students about Cherokee culture and history. With the help of puppets and audience volunteers, the puppeteer/storyteller recounts Cherokee myths about the creation of Cherokee land and how the brave Spider brought fire to the animals. Then the students learn about the Trail of Tears. A section teaching about the seven clans of the Cherokee is optional for elementary students. This new version of the show was written by playwright Kara Morrison, an enrolled member of the Waccamaw Siouan tribe and a descendant of the Cherokee Nation.

HISTORY

The Piccadilly Puppets have been entertaining and educating students for over fifty years. Our performers are professional puppeteers who also have extensive experience working with children. We use a variety of puppetry styles and offer a large repertoire of programs that relate to curriculum.

- ◆ Awarded the UNIMA Citation for Excellence in the Art of Puppetry
- ◆ Formerly on the Artist Roster for Arts For Learning

SOCIAL STUDIES STANDARD

SS2H2. The student will describe the Georgia Cherokee culture of the past in terms of tools, clothing, homes, ways of making a living and accomplishments.

LITERACY STANDARD

ELAGSE2RL2. Recount stories, including folktales from diverse cultures, and determine their central message, lesson or moral.

THEATRE ARTS STANDARD

TA1.RE.2 Critique various aspects of theatre and other media

Learning Objectives

Students will be able to discuss the Cherokee people, Cherokee culture and the Trail of Tears.

Students will learn about Sequoyah and the Cherokee Syllabary.

Students will recognize how myths try to explain how or why things in nature are the way they are.

Vocabulary

◆ Culture

◆ Tribe

◆ Syllabary

◆ Ancestors

◆ Natural Resource

◆ Ember

◆ Nation

◆ Settlers

◆ Europe

Assess the Learning : Questions to Ask the Students Following the Program

Cultures use myths and legends to explain the reasoning behind things in nature. Give some examples from this show. Can you think of any other stories that do this? (known as “pourquoi” tales, using the French word for “why”) In legends, we see both exaggerations and little morsels of truth. Can you think of some parts of the animal stories that were true? Can you think of some parts of the story that were exaggerated?

Why was fire so important to the Cherokees?

What was the Trail of Tears? Where did the Cherokees go?

(If clan section was included) What were the clans? What purpose did they serve?

Do the Cherokees still exist?

Extend the Learning: Post-Show Activities

Most Native Americans are proud of their heritage. Discuss how students’ images of the Cherokees have changed since viewing the show.

Discuss the national and cultural heritage of the students - are they Irish, Italian, Ethiopian, Chinese, etc.

Encourage students to create a book about their heritage. In this “All About Me” book, include favorite foods, traditions, natural resources and clothing. Can they think of any legends from their heritage?

Find Oklahoma on a map. Calculate how many miles the Cherokee people had to travel from North Georgia to Oklahoma, and locate any rivers or mountain ranges they had to cross.

Additional Resources

Websites:

www.cherokee.org (Official site of the Cherokee Nation)

<https://cherokeesmokies.com/Cherokee-History-Culture/> (Site about the Eastern Band of Cherokee Indians)

<https://mci.org/learn/lesson-plans> (Story, “How the Possum lost his tail” with lesson plan)

Books (available in Pines libraries and on Amazon):

Bird, Traveller [The Path to Snowbird Mountain](#)

Cunningham, Maggie [Cherokee Tale-Teller](#)

Duncan, Barbara R. [The Origin of the Milky Way and other living stories of the Cherokee](#) (also AFPL)