



Native Peoples Badge

**Council's Own
Badge Guide
Juniors**



Introduction

Explore the history of Georgia's Native People. From the original homelands in Georgia through to Removal, Girl Scouts will learn about the lives of the Cherokee and Muscogee. Along with focusing on the history of these Native tribes, Girl Scouts will also experience their culture and art through crafts and storytelling. The Georgia's Native Peoples Badge is an excellent way to learn about and pay respect to the indigenous people of this area.

Special thanks to the Bartow History Museum for their support in designing this curriculum. Visit them at bartowhistorymuseum.org for Girl Scout workshops, tours, and more!

Badge Details

Complete these 5 steps to earn your badge:

1. Be a History Detective
2. Storytelling
3. A Girl's Life
4. The Trail Where They Cried
5. Cultural Celebrations

After completing these steps, Girl Scouts will have a deeper understanding of Native People in Georgia, including their daily life, culture, and traditions- both in the past and today!

Facilitator Tips

This badge guide explores the rich and complex history of Native People in Georgia, including the Cherokee and Muscogee nations who lived, thrived, and built communities in the region long before European settlers arrived. Girl Scouts will learn about cultural traditions and contributions of Native people, as well as the difficult period of displacement and loss during the Trail of Tears in the 1830's.

This badge guide includes activities for each badge step, along with discussion questions and additional resources. In creating this badge guide, we have centered Native voices by providing videos and digital resources from the Native community.

In Georgia, students encounter Native history in 4th grade, as part of their state history course. Your Girl Scouts may already be familiar with some of the info around this topic. We suggest you start with a quick conversation to find out what your Girl Scouts already know. There are discussion questions for you to solicit this prior knowledge.

Native history, especially around the Trail of Tears, can be a difficult topic for Girl Scouts. It highlights unfair and unjust practices of the US Government that led to the Cherokee and other Native American nations being forced to leave their homelands. This badge gives Girl Scouts the opportunity to think critically about fairness and community and to build understanding and empathy.

As a facilitator (either a Troop Leader, parent, or caring adult), keep these tips in mind:

- **Resources**: if your Girl Scouts have questions outside of the material in this badge guide, provide resources that center Native American voices whenever possible. There are plenty of resources in each section to help with this.
- **Collaborative Conversations**: keep the conversation flowing around the group. Encourage the Girl Scouts to ask each other questions, give everyone an opportunity to speak up or share, and keep the experience collaborative.
- **Open-Ended Questions**: utilize the discussion questions provided in this guide, or add your own open-ended questions.
- **Girl-Led**: allow the Girl Scouts to lead the conversation whenever possible!
- **Research**: if your Girl Scouts ask a question you don't have an answer to, model how you find that answer. Utilize good research skills- look for diverse sources (first-person or Native voices if possible), note what makes a source trustworthy, and encourage them to be curious and ask more questions!
- **Check-in**: There may be Girl Scouts in your troop, or other children who identify as Native or Indigenous, or another cultural group with a similar history that may be triggered by learning of this material. Add constant check-ins of all participants to make sure everyone is comfortable.
- **Give it time**: Often difficult conversations and subject matters need moments of pause, or quiet reflection. Sometimes it needs a full stop to resume at a later date. If you find your Girl Scout might need a moment from the difficult material, acknowledge this need and make a plan to resume at a later time.

Land Acknowledgement

The State of Georgia contains land that Native people, namely the Cherokee and Muscogee, call their homelands. Acknowledging their ancestral lands is an important step in recognizing the harmful effects of colonization, settlement, and forces removal. We pay respect to these Native groups.

What is a “Land Acknowledgement?”

A “land acknowledgement” is a formal statement that recognizes and respects Indigenous peoples as the traditional stewards of the land and acknowledges the enduring relationship between these people and their ancestral territories. Making this statement honors Indigenous cultures and their connection to the land. It is also an educational tool to help raise awareness about Indigenous history, experiences, and culture. This type of statement might happen at the beginning of a meeting or event, or might be included in signs or documents.

Language & Terminology

We’ve included some information about changing language and terminology below, as a reference for Troop Leaders and adults. Language changes throughout time, and we want to provide you with the terms that Native People ask others to use.

Tribal Names

Native tribal names have changed throughout history. Many tribal names, like Creek [Muscogee] or Navajo [Diné], were given to Native people by European colonizers and settlers. These names are not the ones used by the tribe to describe themselves. When researching and speaking about Native people, it is best to reference what name each tribe uses for themselves. A good way to find out their preferred name is to look on their tribal nation website.

In this guide, we use the preferred tribal names when possible. Many historical references will use outdated names and terms. Be aware of this as you are presenting historical documents to your Girl Scouts.

Language & Terminology

Using the term “Indian”

In modern times, use of the word “Indian” in reference to Native People is seen as derogatory. The appropriate terms include Native People, Indigenous, or referring directly to the tribal name.

Many laws, acts of Congress, and wars use the term “Indian.” These are names in historical documents and records, and they are not updated to current language when used in this historical context. It is representative of the time in which these documents were written and wars named. National parks and historical sites also can use the word “Indian” in their names.

In this badge guide, the word “Indian” will only be in historical context when referencing laws, treaties, places, or other relevant names. We recommend using the modern, more appropriate, terms with your Girl Scouts.

For additional information about language and terminology, check out these videos:

1. [Which is it: Native, Indian, or Indigenous?](#)
2. [What does it mean to be Indigenous?](#)

Table of Contents

Badge Step	Activity	Estimated Time
1: Be a History Detective	Map Activity	15 to 30 minutes
2: Storytelling	Listen & Watch: The First Fire (a Cherokee folktale) Art Activity	20-30 minutes
3: A Girl's Life	Corn Husk Doll OR Pinch Pot	20-30 minutes
4: The Trail Where They Cried	Listen, Watch, & Discuss	15-20 minutes
5: Cultural Celebrations	Virtual or In-Person Field Trip	20 minutes (virtual option)

Be a History Detective

Materials:

- Copies of the blank map (at least one for each Girl Scout)
- Crayons, markers, or colored pencils
- Laptop or tablet to reference additional sources (as needed)

Warm Up

Start by taking a baseline of your Girl Scout's knowledge about this topic. Many of the Girl Scouts will be familiar with this info from school. Ask some of these discussion questions:

1. What do you know about Native American history and culture?
2. What do you think about stereotypes and misconceptions about Native People?
3. What are some ways Native cultures are reflected in your daily life?
4. What do you think about the importance of learning about Native American history and culture?
5. What resources or experiences have you had that helped you understand Native American stories and traditions?

Map Activity

Use this map activity to help Girl Scouts connect to the historic locations of different Native nations and cultures. Each Girl Scout should have their own copy of the map to add personal landmarks.

1. Using the blank map, have the Girl Scouts add the major cities of GA to the map: Atlanta, Augusta, Columbus, Macon, Savannah. Encourage the Girl Scouts to add other cities, rivers, lakes, national parks that they are familiar with or that they have a connection to.
2. Add personal landmarks: your hometown, places you visit, where family members live, anything that's important to your Girl Scouts.
3. When their map is complete, give them the map with the Native People's territories. Encourage them to identify where they live, and in what territory the important places they added to their map are located.

Be a History Detective

Map Activity (continued)

As a bonus, and using the additional resources on the next page, allow the Girl Scout to do research on their particular country to find evidence of the Native people from that area.

After your Girl Scouts have completed their maps, have them share with a buddy or the Troop. Why did they include each personal landmark? Use the questions below to discuss this activity.

Learn more about real “history detectives”: archaeologists! [Watch this video about an archaeologist working with Fernbank Museum.](#)

Discussion & Reflection

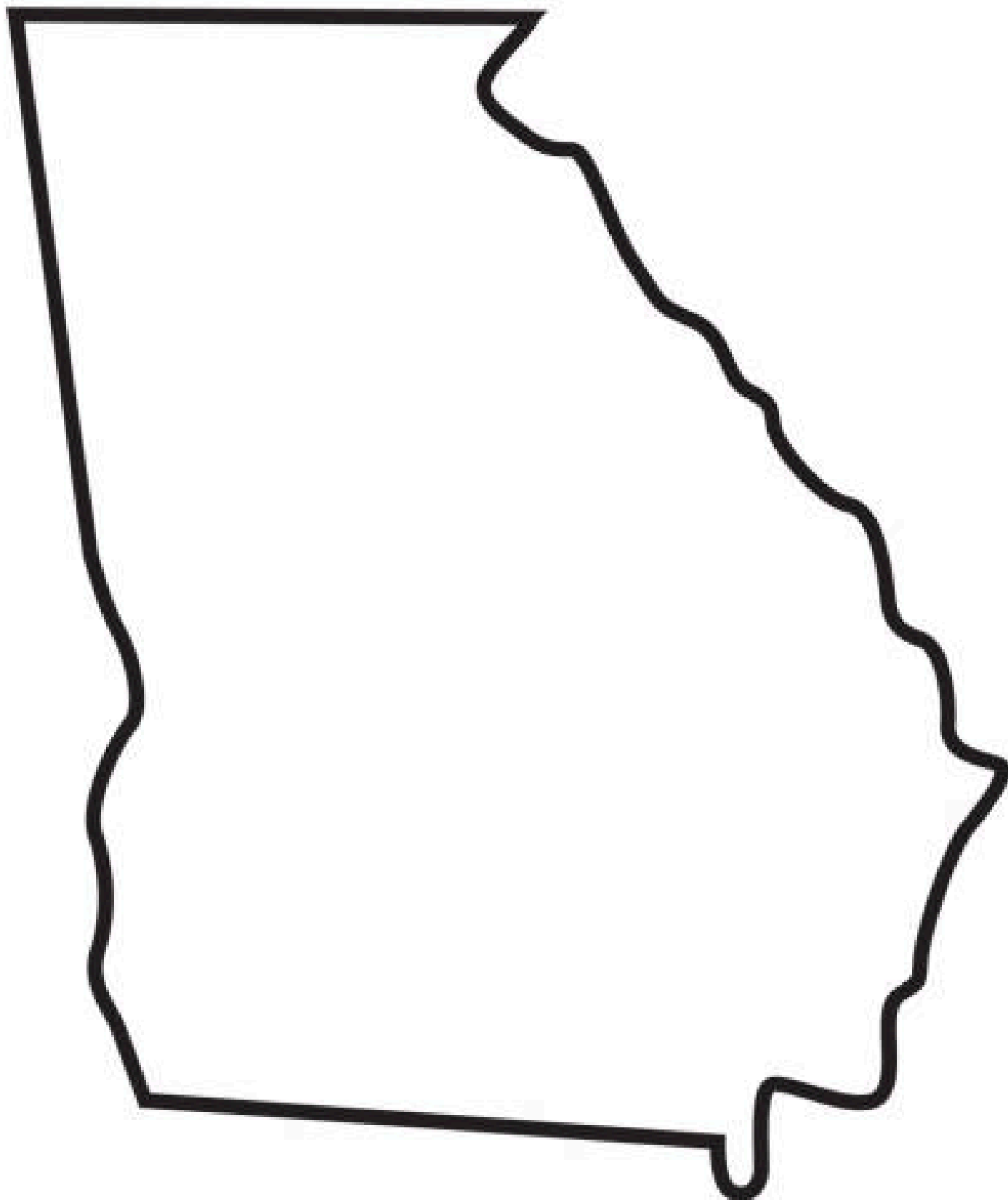
Use the following questions to discuss the Girl Scout’s maps:

1. After you added the major cities in Georgia and your personal landmarks, what did you notice about where everything is located?
2. In what Native territory is your home located?
3. Do you know of any evidence in your hometown that exhibits the Native people who occupied that area? Be a detective here! Are there street, park or schools names in your area that honor the Native territory?

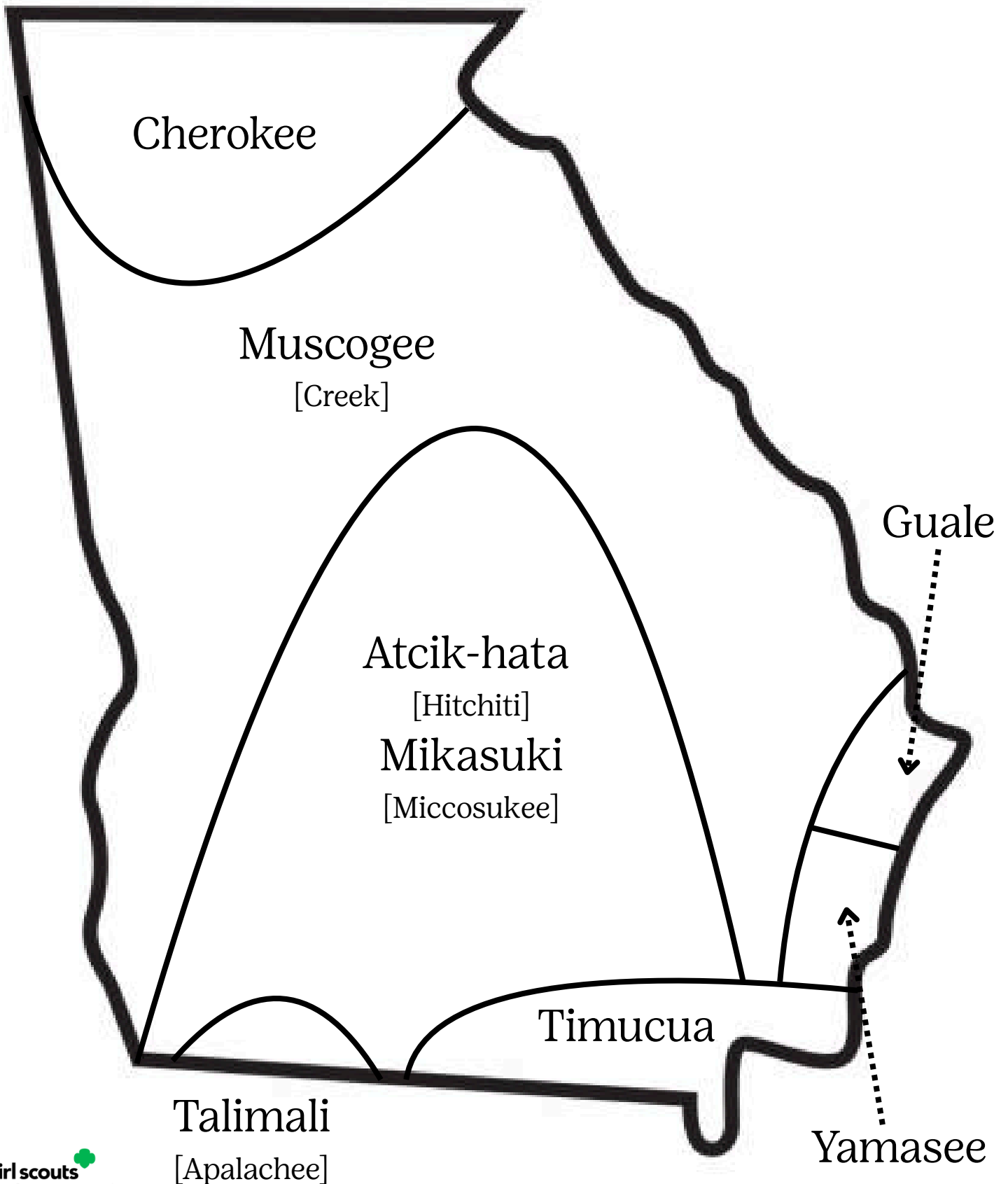
Additional Resources

1. [Georgia Indian Council](#): Provides information on historic Native sites, artifacts and respectful practices in Georgia. This is an official website for the state of Georgia.
2. [Georgia Historical Society](#): “Native American History Resource Guide”: A PDF guide with archival collections, maps and references.
3. [Georgia Public Broadcasting – Native Americans collection](#): Includes stories, videos and curriculum-friendly pieces about Georgia’s Native past.
4. [Georgia Public Broadcasting - New Echota: Capital of the Cherokee Nation](#): Ranger Frankie Mewborn guides visitors on a tour of the New Echota Historic Site in Gordon County, which preserves what is left of the Cherokee capital.

Be a History Detective



Be a History Detective



Storytelling

Materials:

- Laptop or tablet to watch a YouTube video
- Art Supplies (choose one project)
 - Tissue Paper Lanterns
 - glass jars or translucent plastic cups
 - tissue paper (red/orange/yellow)
 - Mod Podge or white glue
 - paint brushes
 - battery-powered tea lights
 - Fire & Nature Watercolor Resist
 - white crayons
 - watercolor paints & paint brushes
 - cups of water
 - thick paper or cardstock
 - paper towels
 - Nature Collage Scene
 - Collected natural materials (leaves, twigs, bark, etc.)
 - Thin cardboard sheets
 - Glue
 - Markers or crayons

Long before books or the internet, stories were one of the most important ways Native People shared their history, values, and beliefs. Folktales were more than just entertainment—they taught lessons about how to live in harmony with nature, respect one another, and care for the world around us. In Georgia and across the Southeast, Native nations such as the Cherokee, Creek (Muscogee), and others passed their stories from generation to generation through spoken word. These tales helped children and adults alike understand the balance between people, animals, and the natural world.

When we listen to Native folktales today, we are hearing voices that have been carried through time for hundreds of years. They remind us that every creature and every part of the Earth has a role to play. The Cherokee story “The First Fire” is one example. It explains how fire came to the world and shows how courage, cooperation, and respect for all living things are central to Cherokee beliefs. As you listen and create your art, think about how stories can connect us—not only to each other but also to the land and all forms of life around us.

Storytelling

Warm Up

Ask your Girl Scout(s) a few questions to get them thinking about stories, folktales, even nursery rhymes, that they might be familiar with.

1. What is your favorite fairy tale?
2. What stories have you read or heard lately? Do you read before going to bed? If so, what are you reading?
3. Are there stories that everyone in your troop or family knows? Maybe about something funny that happened, or something that happened when your parents were little?
4. Have you ever heard the term “folktales?” What are folktales? Can you think of any examples?

A folktale is a story from popular culture that is passed by word of mouth.

The First Fire

The First Fire folktale is a significant narrative in Cherokee mythology that explains the origins of fire. According to the tale, there was no fire in the beginning, and the world was cold. The Thunder Boys, who lived in the sky, sent lightning to a hollow sycamore tree on an island, which ignited the first fire. The animals, realizing the fire's importance, held a council to decide who could bring it back. Ultimately, the Water Spider was chosen to spin a thread to retrieve the fire, symbolizing her strength and bravery. This story reflects the Cherokee's deep connection to nature and their oral traditions, which are vital to preserving their heritage and values.

Have your Girl Scouts listen and watch to this Cherokee folktale: [“The First Fire: A Cherokee Story.”](#) Then use the questions below to discuss.

Discussion & Reflection

1. What is the significance of fire in the Cherokee culture?
2. How does the legend illustrate the importance of community and cooperation?
3. What moral does the story teach about perseverance and bravery?
4. How does the legend reflect the Cherokee belief in the interconnectedness of all life?
5. What are the lasting effects of the animals’ attempts to obtain the fire?

Storytelling

Art Activity

After listening to *The First Fire: A Cherokee Folktale*, use art to reflect on what you learned and to celebrate the story's meaning. Native People have always expressed their connection to nature and their beliefs through creativity—using natural materials, color, and symbolism to share stories and traditions. In these art activities, you'll explore the themes of fire, nature, and community that are so important in Cherokee culture. Choose one of the projects below to show what inspired you from the story—whether it's the warm glow of the first fire, the bravery of the animals, or the beauty of the natural world that connects all living things.

Choose one of these projects to complete with your Girl Scouts. If your Girl Scouts want to do more than one, feel free!

Tissue Flame Lanterns

Materials:

- glass jars or translucent plastic cups
- tissue paper (red/orange/yellow)
- Mod Podge or white glue
- paint brushes
- battery-powered tea lights

Steps:

- Use a paint brush to cover a portion of your jar or cup with Mod Podge or white glue.
- Layer torn pieces of tissue paper around the jar or cup. It will look like flames if you use red, orange, and yellow tissue paper.
- When dry, add a battery tea light inside and watch it light up!

Storytelling

Art Activity (continued)

Fire and Nature Watercolor Resist

Materials:

- white crayons
- watercolor paints & paint brushes
- cups of water
- thick paper or cardstock
- paper towels

Steps:

- Draw shapes with the white crayon on the paper. You can draw any shape, but take inspiration from the story you just heard! Maybe draw fire/flames or animals.
- Paint over your drawings with watercolor paints. As it dries, the watercolor will pull away from the crayon lines, letting them show through the paint!

Nature Collage Scene

Materials:

- Collected natural materials (leaves, twigs, bark, etc.)
- Thin cardboard sheets
- Glue
- Markers or crayons

Steps:

- Consider having your Girl Scouts go outside to collect some natural materials! If that isn't an option for you, collect the materials ahead of time.
- Have the Girl Scouts build a scene from the story using the materials.
 - Example: the animals' journey
 - Alternative: create an animal from the natural materials
- After they have arranged the scene on the cardboard, glue it down. Be sure to let it dry well so nothing falls off!

Storytelling

Additional Resources

1. Muskrat and Skunk: A Lakota Drum Story: An additional folktale from the Lakota culture

A Girl's Life

Materials:

- Laptop or tablet to watch a YouTube video
- Art Supplies (choose one project)
 - Corn Husk Dolls
 - Dried corn husks (about 6–8 per doll; soak in warm water for 10 minutes to make them flexible)
 - Twine, string, or raffia
 - Scissors
 - Felt, ribbons, or fabric scraps (optional)
 - Glue (optional)
 - Paper towels
 - Pinch Pots
 - A small ball of air-dry clay (about the size of a lemon)
 - Cup of water
 - A paper plate or work surface to keep the clay from sticking
 - Acrylic paints and paintbrushes (optional)
 - A damp cloth or wipes for easy cleanup

Before Georgia became the state we know today, Native nations such as the Muscogee (Creek) and Cherokee people lived across the land. Their communities were built around rivers, farmlands, and forests. Families worked together by farming, hunting, cooking, and creating pottery, baskets, and toys.

Young girls learned important skills from mothers, grandmothers, and aunts. These crafts were more than just chores — they helped connect families, teach patience, and pass down traditions.

Warm Up

Ask your Girl Scout(s) a few questions to get them thinking about their daily chores and family traditions:

1. What are your chores at home?
2. What does your family do for fun together?
3. Does your family have any special traditions they do at the holidays? (especially upcoming holidays?)

A Girl's Life

Art Activity

As you continue to explore the lives and traditions of the Native Peoples of Georgia with your Girl Scout or troop, try these hands-on art projects (making corn husk dolls and pinch pots). They offer a meaningful way to connect with their rich cultural heritage. Both crafts have deep roots in Indigenous traditions: pinch pots were among the earliest forms of pottery used by Native People for cooking and storage, while corn husk dolls were often created to teach children about daily life, creativity, and resourcefulness. Engaging in these projects allows us to appreciate how art served both practical and storytelling purposes within Native communities. Adding art to the Girl Scouts learning not only brings history to life but also encourages creativity, patience, and problem-solving.

Choose one of these art projects to complete with your troop.

Corn Husk Dolls

For many Native Peoples across North America, including the Muscogee and Cherokee tribes of Georgia, corn was one of the most important crops. It provided food, material for tools, and even inspiration for art. One special craft made from corn husks was the corn husk doll. These dolls were traditionally made by hand and often given to children as toys or used to share lessons about community, gratitude, and respect for nature. Native families used every part of the corn plant—nothing went to waste—showing creativity and resourcefulness in everyday life. Making a corn husk doll today helps us appreciate these values and experience how art and storytelling were connected in Native cultures.

[Watch this video for additional information about the history of corn husk dolls and how to make them.](#) This craft can be complicated, so we recommend making a trial doll before instructing Girl Scouts!

Materials:

- Dried corn husks (about 6–8 per doll; soak in warm water for 10 minutes to make them flexible)
- Twine, string, or raffia
- Scissors
- Felt, ribbons, or fabric scraps (optional)
- Glue (optional)
- Paper towels

A Girl's Life

Art Activity

Corn Husk Dolls (continued)

Steps:

- Prepare the corn husks: Soak the dried husks in warm water for about 10 minutes until they are soft and easy to bend. Remove them and pat dry with paper towels so they're damp but not dripping.
- Form the head: Take 3 or 4 husks and stack them on top of each other, all pointing the same direction. Tie them tightly about 1 inch from the top with twine—this will be the top of the head.
- Shape the face: Flip the husks downward over the tied section to hide the knot and form the head. Smooth them down evenly around the “neck,” then tie another piece of string just below the head to keep it in place.
- Make the arms: Take another husk, roll it up tightly from one side to the other (like a straw), and tie both ends with string—these are the hands. Slide this rolled piece between the layers of the doll's body, just below the neck. Tie another piece of string around the body to hold the arms in place.
- Create the body and skirt (or legs): For a skirt: let the remaining husks hang down evenly and trim the bottom if needed. For legs: divide the husks evenly into two sections and tie each section near the bottom to create feet.
- Add decorations (optional): Once the doll is fully tied, you can dress it up! Use small pieces of felt or fabric to make clothes, add ribbons for belts, or use markers to add gentle color details. Traditional corn husk dolls didn't have face; this reminded children to focus on inner character and kindness rather than appearance.
- Let it dry: Lay your doll flat on a paper towel and allow it to dry for 1–2 days. As it dries, it will hold its shape and become firm.

A Girl's Life

Art Activity

Pinch Pots

Long before modern tools and machines, Native Peoples across North America (including the tribes of Georgia such as the Muscogee and Cherokee) created pottery by hand using simple techniques. One of the earliest and most common forms of pottery was the pinch pot. These small, rounded bowls were made by “pinching” clay into shape and then dried or fired to hold food, water, or other items. Making a pinch pot today helps us understand how skilled and creative Native artists were, using natural materials and their hands to create something useful and beautiful.

[Watch this video to learn about the history of pinch pots around the world.](#)

Materials:

- A small ball of air-dry clay (about the size of a lemon)
- Cup of water
- A paper plate or work surface to keep the clay from sticking
- Acrylic paints and paintbrushes (optional)
- A damp cloth or wipes for easy cleanup

Steps:

- Prepare the clay: Roll your clay into a smooth ball using your hands. Try to make sure there are no cracks. Add a few drops of water and roll again if the clay feels dry.
- Make the center: Hold the clay ball in one hand. Using your thumb, gently press into the center of the ball to make a deep dent—but don't push all the way through!
- Pinch the walls: Now, use your thumb on the inside and your fingers on the outside to pinch and turn the pot slowly. Keep pinching and turning the pot to make the walls thinner and even all the way around (about ¼ inch thick). If cracks appear, dip your finger in a little water and smooth them out.
- Shape your pot: Decide what shape you want: a round bowl, a small cup, or something unique. Use your fingers to gently flatten the bottom so it sits without wobbling.
- Smooth the surface: Dip a fingertip in water and lightly smooth the edges and walls. Be gentle—you don't want to make the pot too wet or floppy!

A Girl's Life

Art Activity

Pinch Pots (continued)

Steps:

- Add designs (optional): Before it dries, use a stick, toothpick, or the back of a paintbrush to make patterns—lines, dots, or symbols. Native pottery often featured designs inspired by nature, such as rivers, sun shapes, and animal tracks.
- Let it dry: Place your pinch pot in a safe spot and let it air dry for at least 24–48 hours, or until it feels hard.
- Decorate (optional): Once dry, you can paint your pot with acrylic paints. Use natural colors like red, brown, tan, or black to honor traditional styles—or choose your own! Let it dry again before handling.

Discussion & Reflection

After the art activities are complete, take a moment of reflection and discussion with the Girl Scout(s). Here are a few questions to ask:

1. What do you notice about your pinch pot or corn husk doll that might connect to how people lived long ago?
2. How do you think a young Creek or Cherokee girl learned to make items like this? Who might have taught her?
3. What do you think these objects were used for — were they just for play, or did they have deeper meanings?
4. Why do you think these skills — like making pottery, dolls, or weaving — were important for a community?
5. How might making something by hand help young girls learn about their culture, family, or responsibilities?
6. How does your family pass down traditions, skills, or stories?
7. What do you think we can learn from the way Native people cared for their land, their families, and their community?
8. Why is it important to remember and honor the people who lived here before us?

The Trail Where They Cried

Materials:

- Laptop or tablet to watch videos together

As you lead your Girl Scouts through the history of Native People in Georgia, it's important to understand not only their stories and traditions, but also the difficult challenges they faced. One of the most tragic events in Cherokee history is known as the Trail of Tears. In the 1830s, the Cherokee Nation and several other Native nations were forced to leave their homelands in the southeastern United States and move west. This journey was long and painful with thousands of men, women, and children forced to walk hundreds of miles through harsh weather with little food or shelter. Many became sick or did not survive the trip. The Cherokee remember this time as Nunna daul Tsuny, which means "The Trail Where They Cried."

Warm Up

Ask your Girl Scout(s) a few questions as you get started on this section

1. Have you heard about the Trail of Tears before? What did you learn about it?

Take a Look

Watch this video with your Girl Scouts about the Trail of Tears, the forced removal of the Cherokee people and other Native nations from their homelands in the southeastern United States. This story is both tragic and deeply important. As you watch this video with your Girl Scout(s), you'll see the challenges the Cherokee people faced, how they were told to leave the places they called home, the long and difficult travel westward, and how they held onto their strength and identity despite great hardship.

After the video, discuss what this event teaches about fairness, community, resilience, and honor.

The Trail Where They Cried

First Person Account

Below is a written account from Rebecca Neugin, a Native woman experienced the Trail of Tears. Read this passage with your Girl Scouts. You could ask your Girl Scouts to read sections, read silently and independently, or read it out loud yourself- whatever fits your group best.

Rebecca Neugin was almost 100 years old when she gave this interview. She was only 3 or 4 years old when her family was forcibly removed along the Trail of Tears. She also vividly recalled her pet duck that she refused to leave; sadly, the duck died during the journey. For ninety years, Rebecca grieved its death.

This account is from the Indian Pioneer Papers, sponsored by the US federal government in the 1930's, which recorded the oral histories from hundreds of elderly Native Americans in Oklahoma. This interview was recorded in 1932 by Grant Foreman.

“When the soldiers came to our house my father wanted to fight, but my mother told him that the soldiers would kill him if he did and we surrendered without a fight. They drove us out of our house to join other prisoners in a stockade. After they took us away my mother begged them to let her go back and get some bedding and a few cooking utensils she could carry and had to leave behind all of other household possessions. My father had a wagon pulled by two spans of oxen to haul us in. Eight of my brothers and sisters and two or three widow women and children rode with us. My brother Dick, who was a good deal older than I was, walked along with a long whip which he popped over the backs of the oxen and drove them all the way. My father and mother walked all the way also. The people got so tired of eating salt pork on the journey that my father would walk through the woods as we traveled, hunting for turkeys and deer which he brought into camp to feed us. Camp was usually made at some place where water was to be had and when we stopped and prepared to cook our food other emigrants who had been driven from their homes without opportunity to secure cooking utensils came to our camp to use our pots and kettles. There was much sickness among the emigrants and a great many little children died of whooping cough.”



The Trail Where They Cried

Discussion Questions

After Girl Scouts learn about the Trail of Tears, it's important to take time to think deeply about what they have heard and how it makes them feel. Reflection helps all people understand not only what happened in history, but also how they can learn from it today.

As you discuss the questions below with Girl Scouts, try to imagine what life might have been like for those who walked the Trail of Tears and how their experiences connect to the ideas of home, courage, and fairness. There are no right or wrong answers—this is a time to listen, share, and think about how everyone can show empathy and respect for others in our own lives.

1. How do you think the Cherokee and other Native peoples felt when they were told they had to leave their homes?
2. What do you think “home” means to you? How would you feel if you had to leave it behind?
3. Why do you think some people made decisions that hurt others during this time?
4. What could have been done differently to treat Native Americans more fairly?
5. What kinds of challenges do you think people faced on the Trail of Tears?
6. What does it mean to be brave in a difficult situation? Can you find examples of bravery in this story?
7. Why do you think it's important to remember and learn about the Trail of Tears today?
8. How do stories like this help us make better choices in our world today?
9. If you could talk to someone who walked the Trail of Tears, what would you want to ask or tell them?
10. How can we show respect for Native American people and cultures today?

The Trail Where They Cried

Additional Resources

- [Trail of Tears: The Cherokee Fight Against Removal](#) (Interactive Lesson from PBS)
- [The Trail of Tears: A Story of Cherokee Removal](#) (Instructional resource from National Museum of the American Indian)
- [Native Americans: Trail of Tears](#) (online resource from Ducksters.com)
- [Trail of Tears Facts & Worksheets](#) (online learning module from KidsKonnnect)

Cultural Celebrations

Materials:

- Laptop or tablet to watch videos together

To conclude this badge experience, it is wonderful to encourage your Girl Scout(s) to visit historical sites and attend cultural events whenever possible to further their understanding of the Native People of Georgia. Stepping onto the land where these rich stories unfolded can give the Girl Scouts a deeper connection to the people, the past, and the lessons they have been exploring. Visiting these places helps bring the stories of the land, the tribes, and their legacies to life—reinforcing that history all around us.

To complete this badge step, plan a field trip (either in-person or virtually). We've included a few suggestions here, but you are welcome to find an additional site or option.

Field Trips (in person)

Here is a list of significant sites and annual celebrations in Georgia that highlight Indigenous histories, cultures, and learning opportunities:

- **Bartow History Museum:** Their museum exhibits will give visitors a good overview of Native life in Georgia.
- **Funk Heritage Center of Reinhardt University:** This museum is dedicated to Southeastern Native American cultures, including Cherokee, and is Georgia's official Frontier & Southeastern Indian Interpretive Center.
- **Stone Mountain Park:** They host the large annual "Native American Festival & Pow Wow" every November. This festival is a vibrant gathering of tribes, with dance, drumming, storytelling, crafts, and interactive encampments.
- **Etowah Indian Mounds State Historic Site:** This is located in Bartow County with a focus on Cherokee & Muscogee (Creek).
- **Ocmulgee Mounds National Historical Park:** Located in Macon, GA, this site focuses on the Muscogee people.
- **Kolomoki Mounds State Historic Park:** Located in Early County, Girl Scouts can learn more about Swift Creek & Weeden Island cultures.
- **New Echota State Historic Site:** This was the official capital of the Cherokee in the Southeast before removal and includes many interpretive buildings and trails.

Cultural Celebrations

Field Trips (virtual)

For those interested in exploring the rich history and culture of Native American communities in Georgia, virtual field trips offer an engaging and interactive way to learn. These virtual field trips are designed to be educational and engaging, making them an excellent resource for students and educators alike. They provide a glimpse into the past and help foster a deeper understanding of the Native American heritage of Georgia. Here are some notable virtual field trips available:

- Georgia Native American Mounds: Virtual field trips to Ocmulgee National Monument, Kolomoki Mounds State Park, and Etowah Indian Mounds Historic Site provide insights into Mississippian Indian culture and their trade routes.
- Native American Farmstead: A tour of a traditional farmstead in New Echota, the former capital of the Cherokee Nation, allows students to learn about the people who lived there.
- Muscogee [Creek] Nation: This virtual field trip covers the lives of the Muscogee Native people prior to the arrival of settlers and their removal in the 1830s.
- Cherokee Nation: The Cherokee Nation virtual field trip offers an in-depth look at the lives of the Cherokee Indians, including their removal from Georgia.