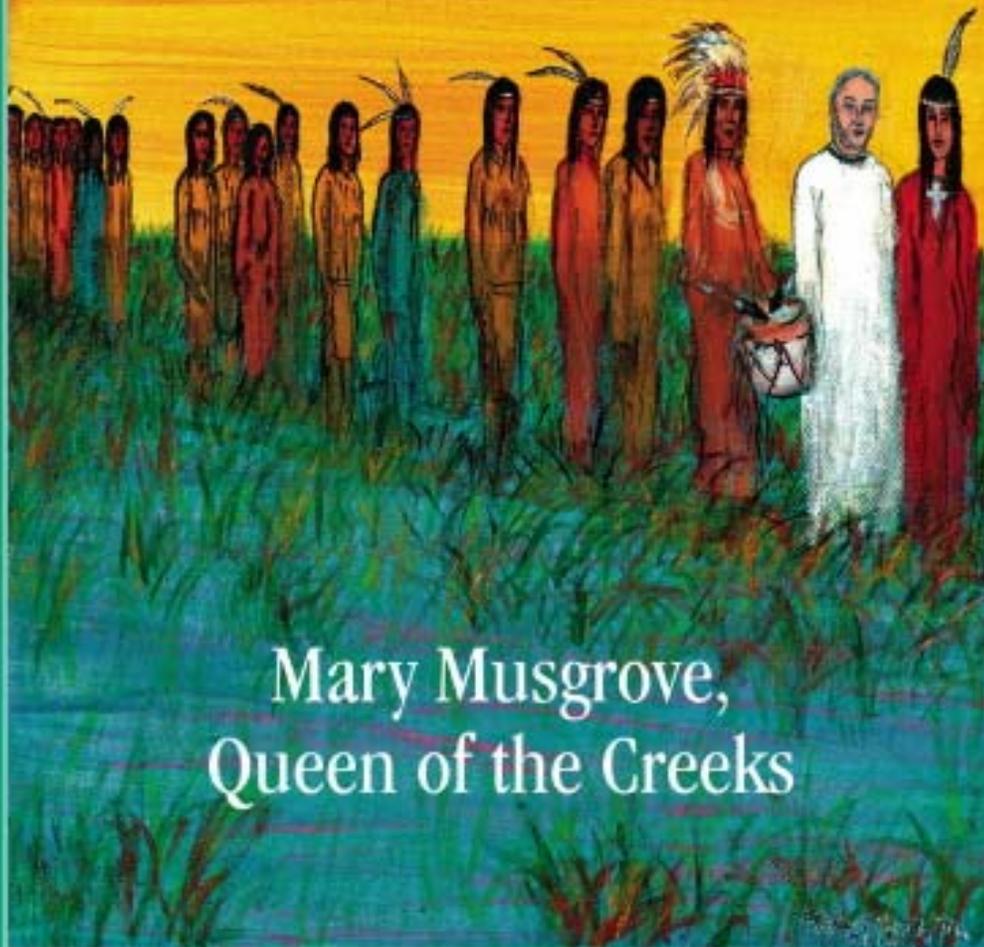


# *An* Angry Drum Echoed



Mary Musgrove,  
Queen of the Creeks

PAMELA BAUER MUELLER

*National Book Award Finalist for Neptune's Honor*

**A Classroom Study Guide**

**A STUDY GUIDE FOR USING**

**AN ANGRY DRUM ECHOED:  
Mary Musgrove, Queen of the Creeks**

**IN THE CLASSROOM**

**Based on the book written by Pamela Bauer Mueller**

This study guide was written by Pamela Bauer Mueller

AN ANGRY DRUM ECHOED: Mary Musgrove, Queen of the Creeks

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# AN ANGRY DRUM ECHOED STUDY GUIDE

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## INTRODUCTION

Here is another story that will inspire you, intrigue you and stay in your heart and mind forever. I think you will appreciate the first-person descriptions of Mary's education and transformation from a shy child to a confident young woman. Later, Mary was able to smooth the path to cooperation between the Creeks and the colonists, perhaps single-handedly insuring the survival of the colony of Georgia.

Educators who use this study guide will find the following features to supplement their own valuable ideas.

- Pre-reading Ideas and Activities
- A Biographical Sketch and Picture of the Author
- Vocabulary Lists
- Chapters grouped for study including
  - \_\_\_ Hands-on projects
  - \_\_\_ Cooperative learning activities
  - \_\_\_ Cross-curricular connections
  - \_\_\_ Extensions into the reader's own life
- Book Project Ideas
- Research Activity
- Objective Test
- Answer Key

We hope this study guide will be valuable to your planning and that your students enjoy the challenge of understanding the life lessons that this book teaches.

## BEFORE THE BOOK

Before you read **An Angry Drum Echoed** with your students, please consider some pre-reading activities to stimulate the class and enhance their comprehension.

1. Can you guess what this book is about from looking at the cover?
2. Did you know that Pamela Bauer Mueller wrote another historical novel? What is the title? (**Neptune's Honor**)
3. Can you name the author's books about animals?

**The Bumpy Road**

**Rain City Cats**

**Eight Paws to Georgia**

**Hello, Goodbye, I Love You**

**Aloha Crossing**

Would any student like to tell the others about any of those books?

4. Divide the students into small groups. Let each group choose one of the following topics to discuss and present to the class. Encourage each student in the group to add something to the discussion.
  - What do you know about America's "Native Americans?" Do you personally know Creek or Cherokee Indians?
  - Have you moved to another state or country? Tell us how those experiences felt? Did they make you stronger?
  - Describe the most dangerous situation you have experienced. What did you do to stay safe?
  - What do you know about the founding of Georgia? Tell us how it happened. Have you ever heard of Mary Musgrove?
  - Do you speak another language? How do you think your brain separates each one? When you speak, would you be translating from one to another? Explain.

## AUTHOR BIOGRAPHY

*2008 Georgia Author of the Year* Pamela Bauer Mueller brings valuable messages about relationships, love, loyalty and acceptance to school groups and civic organizations. Ms. Mueller does considerable research before writing her middle reader/young adult novels. All of her titles have been accepted into the Renaissance Accelerated Reading Program as well as Scholastic's Reading Counts.

Pamela has dreamed of introducing her readers to the history of Georgia's Golden Isles since moving to Georgia. She has now written two historical fiction books featuring local characters. Ms. Mueller was the *2006 Georgia Author of the Year -Children's/Young Adult Literature*, as well as a *2008 Mom's Choice Award* winner and a *2006 Independent Publisher Book Awards Finalist/ Multicultural Category* for her first historical novel entitled *Neptune's Honor*.

*An Angry Drum Echoed: Mary Musgrove, Queen of the Creeks*, is based on the true story of a Creek/Englishwoman who became an emissary and interpreter for General Oglethorpe when he landed in Savannah to found the colony of Georgia. Mary smoothed the path to cooperation between the Indians and the colonists, perhaps single-handedly insuring the survival of colonial Georgia. This title was recently selected as a finalist in the *2007 USA News Best Book Awards/Multicultural* and won the *2008 GA Author of the Year* award for Ms. Mueller.



Ms. Mueller resides on Jekyll Island, Georgia with her husband Michael and two cats, Jasper and Sukey Spice. She was raised in Oregon and graduated from Lewis and Clark College in Portland, Oregon. She worked as a flight attendant for Pan American Airlines before marrying and moving to Mexico City, where she lived for eighteen years, teaching English, modeling and acting. After returning to the United States, Pamela worked for twelve years as a U.S. Customs Inspector. She served six years in San Diego and then was selected for a foreign assignment in Vancouver, British Columbia, Canada.

Ms. Bauer Mueller took an early retirement from the U.S. Customs Service to become a full-time author. She and her Mexican cat, Kiska, wrote *The Kiska Trilogy: The Bumpedy Road, Rain City Cats* and *Eight Paws to Georgia*, which encompassed their adventurous living in Mexico, Canada and the United States. Several years ago, Pamela's daughter decided to raise a guide dog puppy, and Pamela eventually depicted this sweet love journey in *Hello, Goodbye, I Love You: The Story of Aloha, A Guide Dog for the Blind*, which was later selected as a *2004 Children's Choice Book* and a *2008 Mom's Choice* book by the International Reading Association.

## VOCABULARY LISTS

The following vocabulary lists correspond to each sectional grouping of chapters. Several of them are Muskogee words, found in the Glossary at the end of the book. You may be interested in combining them with the Activities described below.

### Section 1 (*Spring:Chapter 1-15*)

Accolades  
Chakofas  
Darkening Land  
Heritage

Mico  
Puskita Festival  
Sotolycate  
Stickball

### Section 2 (*Summer:Chapter 16-27*)

Commence  
Grievances  
Interfere  
Piragua

Sloop  
Summon  
Uprising  
Yamasees

### Section 3 (*Autumn:Chapter 28-47*)

Dispirited  
Downplay  
Instill  
Omen

Provisions  
Simultaneously  
Sinister  
Summit

### Section 4 (*Winter:Chapter 48-67*)

Assailant  
Dupe  
Imminent  
Interpreter

Misdemeanors  
Remorseful  
Render  
Suppress

## REENACT A SCENE

In Chapter 32, Mary Musgrove introduces James Oglethorpe to Chief Tomochichi in a *council house*. Brainstorm as a class how you would build this, including the flora and fauna. Describe Tomochichi's throne, clothing, the significance of the peace pipe ritual and the presentation of the gift.

Choose characters to play each role in Chapter 32. Act out the introduction scenes. You may do it using vocabulary charades to represent the words, or you might like to perform it in *mime*. Use your imaginations and have fun!

## ALL ABOUT COWETA

Mary and her younger brother Edward lived for ten years with their mother in a village called Coweta, near the Ocmulgee River. Each year they celebrated their *Puskita Festival*. Describe how they prepared for this celebration. Gather pictures using magazines and the Internet to represent their surroundings, fauna and flora, and their environment. This is another opportunity to act out one of the most important rituals in the Creek Indians' lives.

## JOURNAL MARY'S LIFE

Write a journal as you begin reading **An Angry Drum Echoed**. Divide the students into two groups. The first can begin with her young childhood and follow her life through her wedding while the other group can write Mary's experiences as an adult. If you have enough students, you can divide up into four groups, each taking one of the seasons of her life and "re-living" it in a journal.

Record her thoughts, desires, observations and feelings during these periods. *Here are some ideas to consider.*

--Coosaponakeesa feels responsible for Edward when Et-Ské passes on to the Darkening Land, yet she's frightened and miserable. How does she deal with this?

--Both children must transition to become "proper English children" when they move to Pomponne. This is very difficult for Mary. Name some of her problems and how she resolves them.

--Mary loses her father at a young age and becomes an orphan. Write about those tragic times, and share some of the decisions she must make.

--Raising children was fraught with difficulties during the colonial period. Express Mary's concerns for her children and also her worries about her husband's health. Relate some of her tragic events as a mother and wife.

--Mary's feelings for James Oglethorpe were complicated and unusual. Put yourselves into her heart and tell us about his profound and often disturbing influence in her life.

--Why did Mary feel so betrayed by the English? Give as many examples as you can.

These are only a few ideas for your journal. You will come up with many more of your own to share with the classroom.

## CAUSE AND EFFECT

There are many examples from the book of how cause and effect work. Read the one below and then work with a partner to find at least three more causes and effects from **An Angry Drum Echoed**.

Cause	Effect
Mary studied hard at her school.	Mary advanced to her grade level.

## CONFLICTS

A conflict is the struggle against an obstacle or an opposing force. There are six types of conflict.

- A. **Person vs. Self**-The character faces a struggle against his or her emotions, conscience or abilities.
- B. **Person vs. Person**-The character struggles against another person.
- C. **Person vs. Society**-The character struggles against something presented by society or a representative of society. (A convicted man appeals a jury's verdict)
- D. **Person vs. Nature**-The character struggles against the force of nature. (A man's home is destroyed in a storm.)
- E. **Person vs. Unknown**-The character struggles against an unknown force. (He is terrified by strange noises.)

**Find examples of each type of conflict from the book. Which type of conflict would bother you the most? Tell us why. How do you think you would resolve it?**

## POINTS OF VIEW

In **An Angry Drum Echoed**, the majority of the book is presented in Mary's point of view. Several chapters are also seen through General Oglethorpe's point of view. And there are even some chapters presented in the "third person's" point of view. Can you find those chapters? Why do you think the author changed the point of view?

Because Mary tells her story, we are given a firsthand account of how she feels about what is happening and how she views these events. Choose some other character in the book and present several chapters through his or her point of view. Here are some suggestions for you.

1. In **Chapter 8**, Edward Griffin takes his children back to his home in Pomponne, South Carolina. Write that story through his point of view. How does he feel knowing he's taking them away from their beloved tribe and customs? Does he feel capable of raising them and meeting their needs without a woman's guidance?
2. Read **Chapter 12** where Mary stands before her class and describes her Creek customs. What would Naomi feel as she listened to her? And why was Edward so embarrassed for his sister? Tell us their points of view during Mary's recitation.
3. Mary meets John Musgrove in **Chapter 16**. We know how she felt that evening. How did John react to Mary? Tell us his first impressions.
4. When Chief Tomochichi travels to London, England in **Chapters 41 and 42**, he is seeing a "civilized world" for the first time. Think about his point of view and describe what he saw and felt! You may also want to be Toonahowi for part of this exercise.
5. In **Chapter 64**, Mary and her Indian friends march into the city of Savannah to claim their rights. President Stephens tries to intervene. Tell the other students what he would be feeling during this time. Can you understand his point of view? Was he motivated by fear, anger, or both?

**Students can share their writings with the class or break into smaller groups and converse or act out their roles.**

## BOOK PROJECT IDEAS

**Autobiography:** Assume the identity of Coosaponakeesa as a young girl. Change some of the facts of her childhood and give her new adventures and problems to resolve. Include her parents and brother Edward, and don't forget her nanny Saneka.

**Television Talk Show:** Organize a talk show with your classmates. You will need a host, guests and an audience willing to ask questions. The guests will be characters from **An Angry Drum Echoed**. Someone should be the *antagonist* Joseph Watson, who will disrupt the order with his outbursts. Don't forget to include Mary's husbands and her many friends.

**Cover That Book:** Everyone in the class could create an original book jacket for this story. Include artwork for the front and the back—a summary in the inside front flap and information about the author (pick a name from your group) on the back inside flap. Make it different from the actual cover.

**Music & Dance:** You read about the Creek Indians' love of music and dance. Return to the beginning chapters to review how they prepared for the *Puskita Festival*. Write a ballad (a poem that tells a story, set to music) or a song about that. You may prefer to invent a wedding song and illustrate the dance they performed at those ceremonies.

**Contrast and Compare:** Invent a series of talks between General Oglethorpe and Mico Tomochichi. Have them discuss their problems, their beliefs, and/or their friendship. Give them some situations where a resolution will need to be created. Perhaps they can sit around the campfire with other students acting as tribesmen, who will give them input.

## RESEARCH TOPICS

The following topics were discussed in **An Angry Drum Echoed**. Choose and research one that interests you. Then present your findings to the class.

### **Social Issues:**

Wars between the Creeks and the Cherokees

Distrust and unrest between the Indians and the settlers

Mary's struggle for respect from the Royal Trustees: feminist undertones

Mary's spiritual/mental unraveling in the story

### **Genealogy:**

Trace Coosaponakeesa's family tree as far back as you can find.

Trace General Oglethorpe's family tree. You may do research on him in the library or through the Internet.

Choose a character from the story and give him/her a family tree and history. Trace your family tree and history back 4 generations, if possible.

### THE MAIN EVENT

Each student or team can come up with a *title* for each chapter of **An Angry Drum Echoed**. They will explain to the class why they picked the titles, or they may ask the students to guess why they chose them. You may want to divide the students into four groups, with each group titling several chapters.

### THE CAST OF CHARACTERS

Authors spend a great deal of time in *character development*. Characters give depth and significance to the story and increase the reader's involvement. Characterization also describes skills, strengths, weaknesses, likes and dislikes, and patterns.

Complete the following chart about some of the characters in **An Angry Drum Echoed**. Write down several words that come to mind to describe them both physically and emotionally.

Character	Description
Coosaponakeesa/Mary	
Et-Ské	
Brother Edward	
Papa	
John Musgrove	
General Oglethorpe	
Mico Tomochichi	
Edward Walking Stick	
Thomas Bosomworth	

### QUESTIONS TO PONDER

What is the difference between writing *fiction* and *historical fiction*?

Now that you have done some of your own research, how much research do you think was required to write Mary's story?

Why is this story important to Georgians? Is it important to all history students? If so, why?

## OBJECTIVE TEST

**True or False:** Write **True** or **False** in the blank for each statement.

1. \_\_\_ General Oglethorpe finally realized that Mary was important enough for him to marry and take back to England.
2. \_\_\_ Creek children were punished the same way English children were, with harsh words and spankings.
3. \_\_\_ Mary and John Musgrove were the richest landowners in the Savannah area before the arrival of General Oglethorpe.
4. \_\_\_ Mary was paid handsomely for her interpretive skills by the Royal Trustees of England.
5. \_\_\_ Although Mary never left the Savannah area, she was a great asset to James Oglethorpe as she kept the peace between Indians and settlers there.
6. \_\_\_ Because Mary married an English fur trader, her children never spoke Muskogee nor learned about their Creek heritage.
7. \_\_\_ Mary loved her three husbands equally, and accepted her place as an “inferior” character in their lives.
8. \_\_\_ Mary was a “beloved woman” and greatly honored by her tribesmen.
9. \_\_\_ Coosaponakeesa was shy and introverted and hated any competition.
10. \_\_\_ Chief Tomochichi and the other Micos distrusted Mary and only used her in their council meetings because of her translating skills.

## SEQUENCING

**Place the following events in order with numbers 1-10 in the blanks.**

- \_\_\_ The English Crown needed trade and wealth so Oglethorpe sailed to America to found another colony.
- \_\_\_ James Musgrove accompanied Royal Creek Indians to entertain the King of England.
- \_\_\_ Mary married Jacob because she needed help and companionship.
- \_\_\_ The march into Savannah ended up by jailing Mary and others for disrupting the peace.
- \_\_\_ When John died, Mary’s life began unraveling.
- \_\_\_ Mary and John Musgrove visited St. Catherines Island with their children.
- \_\_\_ Chief Tomochichi was buried in Savannah in a white man’s ceremony.
- \_\_\_ Mary accompanied Oglethorpe to Coweta Town against Jacob’s wishes.
- \_\_\_ Et-Ské explained the Creek customs to her children.
- \_\_\_ Mary’s father was killed during the Yamasee War.

## ANSWER KEY

### True or False:

1. **False.** James Oglethorpe returned to England without Mary and married a wealthy English woman.
2. **False.** Creek children were never spanked nor spoken to harshly.
3. **True.**
4. **False.** Mary wasn't paid for years, and was finally given islands as her payment.
5. **False.** Mary traveled extensively with James Oglethorpe, throughout Georgia and into northern Florida.
6. **False.** Mary's children spoke Muskogee and were very familiar with the Creek culture.
7. **False.** Mary truly loved John Musgrove and was only "fond" of her other two husbands.
8. **True.**
9. **False.** Coosaponakeesa was fiercely competitive and often beat the boys in their contests.
10. **False.** Chief Tomochichi depended greatly on Mary's peacekeeping skills and highly respected her advice.

### Sequencing:

- 3 The English Crown...
- 4 James Musgrove accompanied...
- 8 Mary married Jacob because...
- 10 The march into Savannah...
- 6 When John died...
- 5 Mary and John Musgrove...
- 7 Chief Tomochichi was...
- 9 Mary accompanied Oglethorpe...
- 1 Et-Ské explained the...
- 2 Mary's father was...