

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Second Grade Social Studies.

UNIT 3 – “Georgia’s First People”

Elaborated Unit Focus

During this unit, students will use the theme of *individuals, groups, and institutions* to understand the culture of the Creek and Cherokee, as well as the role of Sequoyah within Cherokee culture. In comparing the lifestyles of the Creek and Cherokee of the past to modern Georgians, students will use the theme of *time, change, and continuity*, as well as the idea of *location*. To learn about the resources used by the Creek, Cherokee, and modern Georgians, as well as the economics concepts of opportunity cost and ways we allocate resources, students will explore the themes of *scarcity* and *production, distribution, and consumption*.

Standards/Elements

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

- a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

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

- a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
- b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.

- a. Identify specific locations significant to the life and times of each historic figure on a political map.
- b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
- c. Describe how each historic figure adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).

Map Skills: 1,2,3,6,7

Info Skills: 1,4,6,7,9,10

Enduring Understandings/Essential Questions

Individuals, Groups, & Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How did the Cherokee and the Creek meet their basic needs? (food, water, shelter)
- Who was Sequoyah?
- How did Sequoyah influence the Cherokee way of life?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- Where in Georgia did the Cherokee live?
- Where in Georgia did the Creek live?
- How did the Cherokee and Creek depend on nature to meet their basic needs?
- How did Sequoyah's accomplishments affect the entire Cherokee Nation?
- How did the Creek and Cherokee get resources that were not available in the region(s) where they live(d)?

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

- What are ways in which goods and services are given out? (ex. force, sharing, first come-first serve)
- How did bartering/trading help European colonists get the goods and services they wanted/needed?
- How did bartering/trading help the Creek and Cherokee get the goods and services they wanted/needed?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.

- How did the Creek and Cherokee protect their land?
- What did Georgia's first people have to do so that everyone would have enough of their basic needs?
- What kinds of choices did people have to make in order to survive?
- How did the Cherokee and Creek adapt to changes in their environment?

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.

K-5 EU: The student will understand that some things will change over time, while other things will stay the same.

- How did life for the Creek and Cherokee change when the settlers arrived in what is now Georgia?
- How were the lives of the Creek and Cherokee in Oglethorpe's time different from our lives today?
- In what ways are the lives of the Creek and Cherokee of Oglethorpe's time the same as the lives of modern Georgians?
- How is your life the same as Sequoyah's life?
- What kinds of things are different in your life than what Sequoyah might have experienced?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

| Description of Assessment | Standard/ Element | Type of Assessment |
|--|--------------------------|-------------------------------|
| Venn Diagram Students will complete the attached Venn diagram comparing/contrasting Creek and Cherokee life during Oglethorpe's time with their own lives. <u>Modifications-</u> <ul style="list-style-type: none"> • Paired working arrangement • Lined area for writing • Dictation of written work • Check for understanding of instructions | H2b | Constructed/Selected Response |
| Map In groups, students will create a map showing the Creek and Cherokee regions. Map will include a map key/legend, and compass rose | H2a Map Skill1,4,6 | Constructed Response |

| | | |
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| <p>Cherokee/Creek Quiz (attached) <u>Modifications-</u></p> <ul style="list-style-type: none"> • Assistance with illustrations • Check for understanding of concepts • Paired working arrangement • Use of visuals to assist with project • Quiz read to student • Oral response to quiz • Dictation of written work | H2ab | Selected Response |
| <p>Daily Schedule After becoming aware of the Creek and Cherokee nations, Students will create a daily schedule of what a typical day in a Creek or Cherokee child's life would have been like. Students should include chores the child would have been responsible for, time for learning/games as appropriate, meals, etc. <u>Modifications-</u></p> <ul style="list-style-type: none"> • Dictation of written work • Review orally with student prior to writing • Check for understanding of directions | ELA G2bcd | Dialogue/Discussion Self-Assessment |
| <p>First Georgians' Gazette (newspaper) Students will break into groups and create articles for a class newspaper. In the articles, the students will discuss relevant topics relating to what they have learned about the Creek and Cherokee in Georgia. They can also create illustrations to put in their articles. Groups will present their articles to the class. All articles and drawings will be compiled together to form a class newspaper. This site contains much helpful information about the Cherokee, and you can visit this site or this site to learn about the Creek. *suggested newspaper/article template attached*</p> | *ELA Cross Reference CG23 H1b H2ab G2acd | Constructed/ Selected Response |
| <p>Sequoyah Bio-Cube After reading trade books, text books, or other sources about the life of Sequoyah, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive white board to help students complete the Bio-Cube as a class. {Use this link to access the syllabary Sequoyah created, as well as helpful links for Cherokee vocabulary.} <u>Modifications-</u></p> <ul style="list-style-type: none"> • Allow partners to work together • Model each side of the cube before asking students to complete it independently • Assist students with cutting and pasting cube together | H1a G2 | Constructed Response |

| | | |
|---|--|--|
| <p>Removal</p> <p>**Teachers can access this website from the National Park Service’s lesson plans. While the lesson itself is probably a bit much for second graders, that particular link provides students with access to photographs from significant Cherokee locations in Georgia before removal, and from the Trail of Tears itself. Suggested questions for understanding are listed under each picture.</p> <p>**This website, from the Cherokee Nation’s Cultural Resource Center, provides a wealth of information and primary sources related to the Trail of Tears.</p> <p>**While the story of removal of the Creek people is less well-known, it is equally tragic. This site, from Ocmulgee National Monument in Macon, provides some background information for teachers.</p> <p>**When discussing these topics, it is important that students understand that they did not lead to extinction of the Cherokee or Creek people. Also, student should not “reenact” such things in a trivial or trite manner. Instead, teachers could use current events and refugee situations to help students understand that sometimes people are forced to move away from their homes. It is also important to keep in mind the backgrounds of your students, so that they are not put in uncomfortable situations based on their own past experiences.</p> | | |
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Performance Task

Culture Quilt

Part 1:

You are an historian. It is you and your fellow historians' (classmates') job to teach others about the Creek and Cherokee. You will help them learn by creating a culture quilt. Each historian will create one piece of this quilt by using the attached quilt piece pattern.

What will you put on your quilt piece? Select one item from each category below. (*Want to stretch your thinking? Add items not on the list!*) On your quilt piece, describe how each item chosen relates to Creek and Cherokee history, culture, and way of life. Also, add illustrations to help explain your descriptions.

| <u>Basic Needs</u> | <u>Culture/ Accomplishments</u> | <u>Economics</u> | <u>Effects of Colonization</u> |
|--------------------|-------------------------------------|-----------------------|------------------------------------|
| Shelter (types) | Written language | Barter | Movement |
| Farming | Communication | Trade | Trail of Tears |
| Hunting | Towns & Villages | Gold | Log Homes |
| Fishing | Tools & Crafts | Land | Oklahoma |
| Using Nature | Recreation | Scarcity | European Arrival |
| Clothing | Ceremonies | Respect for Nature | English Language |
| Medicines | Legends & Stories | Community Jobs | Cooperation/Working Together |

Part 2:

When the quilt pieces are completed, each historian will present and explain their work to the class. The chief historian (teacher) will weave all pieces together with yarn or string for display. Visitors will be invited to come and view the completed "Culture Quilt". Historians will explain what their quilt means and represents.

Content Rubric for Performance Task

| <u>Criteria</u> | <u>Not Yet</u> | <u>Needs Improvement</u> | <u>Meets Standard</u> | <u>Exceeds Standard</u> |
|---|--|---|--|---|
| Student describes chosen aspects of the Creek or Cherokee with respect and accuracy | Text or illustrations are disrespectful, and may or may not be accurate. | Text or illustrations are respectful, but not all selected aspects are described accurately. | Text or illustrations are respectful, and all selected aspects are described accurately. | Same as meets, and student makes a connection between the Creek or Cherokee culture of the past and modern cultures. |
| Student uses the selected items to describe an aspect of Creek and/or Cherokee history. | Student's items do not relate to Creek/Cherokee history. | Student's items relate to Creek/Cherokee history, but student cannot explain how they are related or their significance. | Student's items relate to Creek/Cherokee history and student explains the relationship between the item and an historical event, person, or place. | Same as meets, plus student can describe the significance of the item and/or relate it to the modern day. |
| Student connects specific facts about Cherokee and/or Creek culture with the broader concept of culture. | Student's facts about the Cherokee or Creek do not connect with the idea of culture. | Student is able to explain the idea of culture, and state facts that are related to it, but does not make the connection between the two. | Student connects specific facts about the Creek/Cherokee with the idea of culture. | Student connects specific facts about the Creek/Cherokee with the idea of culture and explains how these both have changed over time. |

Product Rubric for Performance Task

| <u>Criteria</u> | <u>Not Yet</u> | <u>Needs Improvement</u> | <u>Meets Standards</u> | <u>Exceeds Standards</u> |
|------------------------|---|---|--|--|
| Visual Appearance | Illustrations are not accurate. Product is poorly put together. | Creates some accurate illustrations and product is put together well. | Creates accurate illustrations corresponding with items chosen and product is put together well. | Creates accurate illustrations corresponding with items chosen and product is put together well. Shows an extensive knowledge of concepts. |
| Oral Presentation | Doesn't speak clearly and loud enough for the class to hear. | Speaks clearly but not loud enough for the class to hear. | Speaks clearly and loud enough for the class to hear. | Speaks clearly and loud enough for the class to hear. Uses facial expressions and gestures, uses enthusiasm. |

Resources for Unit

<http://www3.nationalgeographic.com/places/> Great site for people, places, and facts
<http://www.muscogeenation-nsn.gov/preservation/preserv.htm> Muscogee (Creek) Nation Cultural Preservation
<http://www.perdidobaytribe.org/Classroom%20Creek%20History.html> Educational Pages for Student Researchers & All Who Seek to Learn More About the First Peoples of the Southeast.
<http://www.cherokee.org> Official site of Cherokee Nation
<http://www.sequoyahmuseum.org/> Sequoyah Birthplace Museum, Cherokee information and history
http://www.native-languages.org/cherokee_words.htm Vocabulary Words in Native American Languages: Cherokee
<http://www.native-languages.org/ymca.htm> Cultural Respect Guidelines of Native Americans For Teachers/Parents Of Young People
<http://mywonderfulworld.org/> All things Geography!
<http://www.georgiaencyclopedia.org/nge/Home.jsp> The New Georgia Encyclopedia homepage
<http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-579&hl=y> Creek
<http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-618&hl=y> Sequoyah
<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722> Cherokee Removal
http://www.cynthialeitichsmith.com/lit_resources/diversity/native_am/teaching/native_resources.html
Resources for respectful teaching of Native American resources, in general.

This unit was created by Julie Ott Branyan, Kanessa Fain, Michael Forehand, and Christina Freeman and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/26/08.

First Georgian Gazette

Volume 1, Issue 1

The Cherokee Times

By:

Where Are We?

Insert students' information here about where the Cherokee Nations lived in Georgia.

Meeting Our Needs

Insert students' information here about how the Cherokee used their natural surroundings to meet their needs for food, clothing, shelter, tools, etc.

You're Invited!

Insert students' information here about Cherokee festivals, customs, and celebrations.

Shopping Trip!

Insert students' information about the barter/trade system.

Sequoyah Creates Written Language!

Insert students' information here about Sequoyah's life and accomplishments.

We Have Visitors!

Insert students' information here about colonization in Georgia.

INSIDE THIS ISSUE

- 1** Cherokee/Creek Regions
- 1** Meeting Basic Needs
- 1** Celebrations, Customs, and Festivals
- 1** Barter and Trade
- 1** Influential Native Americans

The Creek Communicator

By:

Stop By for a Visit!

Insert students' information here about where the Creek lived in Georgia.

Using Our Resources!

Insert students' information here about how the Creek used their natural surroundings to meet their needs for food, clothing, shelter, tools, etc.

Celebration Time!

Insert students' information here about Cherokee festivals, customs, and celebrations.

Mary Musgrove's Trading Post!

Insert students' information here about barter/trade system.

Tomochichi Shows Compassion and Cooperation!

Insert students' information here about where the Cherokee Nations lived in Georgia.

Oglethorpe Who?

Insert students' information here about colonization in Georgia.

9. Why did the Cherokee and Creeks have to leave their land?
 - a. There was a flood that washed many villages away.
 - b. The Europeans wanted it for themselves, so they forced the Cherokees and Creeks to leave.
 - c. The soil was no longer good for farming, and the land was no longer good for hunting.

10. What are some of the **main** crops that the Cherokee and Creek farmed?
 - a. Corn, beans, and squash
 - b. Tobacco, peanuts, and peaches
 - c. Indigo, beets, and cabbage

11. What are some of the **main** animals the Cherokee and Creek hunted for food?
 - a. Cows, pigs, and sheep
 - b. Squirrels, chipmunks, and lizards
 - c. Deer, rabbits, and bison

True or False?

Directions: Read each sentence. Based on what you have learned, decide if the statement is true or false. If it is *TRUE*, write a *T* on the line. If it is *FALSE*, write an *F* on the line.

12. _____ Georgia's Native Americans lived in triangle-shaped teepees.
13. _____ Some Cherokee and Creek began building log cabin homes like the Europeans.
14. _____ The Europeans always shared land with the Cherokee and Creek.
15. _____ The Cherokee and Creek were hunters, fishermen, and farmers.

Short Response:

Directions: Read the question below. Write your answer in complete sentences. Be sure to include as many details as you can.

Question: Tell how the lives of the Cherokee and Creek are alike and different from the lives of Georgians today.

Georgia Today and Georgia in the Past

Name _____ Date _____

Directions: Complete the activity below by telling how life in modern Georgia is like and different from life in Georgia in the past (AT LEAST 100 years ago). Write your answers in the correct area.





