

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

UNIT 4 – “Georgia Becomes a Colony”

Elaborated Unit Focus

As students begin to learn about the colonization of what is now Georgia by the English, they will use the theme of *individuals, groups, and institutions* to learn about significant individuals and groups during the colonial period, and the theme of *location* to understand how the geography of the colony hurt and helped all the different people who lived there and came to live there. The theme of *production, distribution, and consumption* will help students understand the basic economic motivations of the various groups in Georgia, and how the early colonial economy functioned. Finally, students will compare their lives today with the lives of Georgians in the past through the theme of *time, change, and continuity*.

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).

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.

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).

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.

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

Info Skills: 1,2,4,6,7,9,10

Enduring Understandings/Essential Questions

Individuals, Groups, and 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.

- Who was James Oglethorpe? Tomochichi? Mary Musgrove?
- How did Oglethorpe demonstrate honesty and compassion with colonists and the Creek?
- How did cooperation between colonists and the Creek help Savannah become a successful settlement?
- How did Georgia become such a successful colony?
- What do honesty, compassion, trustworthiness, and dependability mean?
- Why are honesty, compassion, trustworthiness, and dependability important character traits?
- How can you show these positive traits (honesty, compassion, trustworthiness, dependability) in your life?
- How did James Oglethorpe, Mary Musgrove, and Tomochichi influence Georgia's past and present?
- In what ways did the colonists depend on Georgia's Creek and Cherokee to help meet their needs?

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.

- How was England's climate different from Georgia's?
- How did these differences affect the colonists?
- Why did James Oglethorpe move to Georgia?
- What changes did Oglethorpe and the colonists have to make in order to adapt to Georgia's land and climate?
- How were the cultures of the colonists different from Creek culture? How were they alike?
- Why was it a good idea for Oglethorpe to create a settlement at Yamacraw Bluff (which is now the city of Savannah)?

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.

- How did Georgia's colonists get the things they wanted and needed?
- In what ways did the barter system help both Georgia's colonists and the Creek and Cherokee?
- What skills did Tomochichi, James Oglethorpe, and Mary Musgrove have that helped make bartering and trading possible between the colonists and the Creek and Cherokee?

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 Oglethorpe and Tomochichi's friendship help make Georgia a successful colony?
- How is life in Georgia today different than it was during the time Oglethorpe was alive?
- Why do you think barter/trade may have worked better in the past to get goods and services than it would today?
- How is Mary Musgrove's trading post like a store where you live? How is it different?
- How did James Oglethorpe, Mary Musgrove, and Tomochichi's cooperation have an effect on our present day state of Georgia?

*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
Cherokee/Creek Market Day Students will participate in a "fair" where they will bring in goods to trade them/barter them. (*attached*)	SS2E3	Dialogue/Discussion Self-Assessment
Flow Chart (sequencing) Students will complete a flow chart by placing the events in order leading up to the colonization of Georgia	SS2G2	Constructed/Selected Response
Cause and Effect Students will complete the graphic organizer that addresses causes and effects during the time of colonization. (*example is attached*)	*ELA Cross- Curricular SS2G2	Constructed Response
Bio-Poem Students will be assigned one of the following: James Oglethorpe, Mary Musgrove, or Tomochichi. In poetry form, students will write their person's character traits, accomplishments, and other details describing their influential Georgian. (*attached format can be used as an example*)	*ELA Cross- Curricular SS2H1, SS2CG3	Constructed Response

Create Your Own Legend After students have learned about legends and folklore, they can create their own that tells how one of Georgia's landforms came to be. Students can present to the class. Example Title: "The Birth of Brasstown Bald"	*ELA Cross-Curricular SS2G2	Selected Response
History Puppets Students will choose one of 3 people (James Oglethorpe, Mary Musgrove, Tomochichi) from Georgia's history. Then, they will follow these directions: Make a puppet of your person's head and body. Write three questions that you would like for people to ask your puppet. (Questions should relate to what you have learned.) In front of the class, use your hand and voice so that your puppet answers the questions.	SS2H1 SS2CG3	Dialogue/Discussion Constructed Response
Video Teacher will go to www.unitedstreaming.com If you have a username and password, just log in and type Goods and Services in the search box, and go to the first video shown (Economics) and/or go to the last video on the first page (How Our Economy Works). If you do not have a username/password, follow instructions on site to sign up for temporary membership, and then search.	SS2E2 SS2E3	Observation
"On the Move" Students will be "colonists" where they will list, pack, and describe items they would need to pack in order to travel with James Oglethorpe to the new colony. (*activity attached*)	SS2H1b SS2G2	Selected Responses

Sample Performance Task

Standards: SS2H1, SS2CG3

Working Well Together

James Oglethorpe, Mary Musgrove, and Tomochichi had respect for one another and treated each other with tolerance and compassion. They all wanted to keep peace and continue to trade goods. Why do you think these three people worked so well together?

Your Task:

You are going to make a two-part poster showing ways Tomochichi and Mary Musgrove helped James Oglethorpe start the Georgia colony. When your poster is completed, you will present it to the group.

On your poster you will need to:

- (1) Show important ways Mary Musgrove AND Tomochichi helped Oglethorpe and the settlers.**
- (2) Include drawings with details**
- (3) Describe the character traits of each of these Georgia heroes**
- (4) Write facts about these heroes showing how they demonstrated these traits**
- (5) Explain why the place(s) where the people lived and settled was/were important to them.**

Content Rubric for Performance Task

<u>Criteria</u>	<u>Not Yet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Important Ways	The student can give only a simple statement of how the individuals worked together, rather than specific examples (i.e., “they helped each other”)	The student attempts to describe ways that Musgrove, Tomochichi, and Oglethorpe worked together, but the descriptions are inaccurate.	The student correctly identifies specific examples of the individuals working together, and identifies who did what action.	The student correctly identifies examples of the individuals working together, identifies who did what action, and explains how multiple “ways of helping” came together to make a successful English colony.
Drawings	The student correctly identifies less than two of the required artifacts in their product.	The student correctly identifies two of the required artifacts in their product.	The student correctly identifies all three of the required artifacts in their product.	The student identifies all three of the required artifacts AND explains the significance of the artifacts either in writing or orally.
Character Traits	The student mentions things that are not actually character traits.	The student discusses character traits that do not accurately describe the historical figures.	The student discusses character traits that accurately describe the historical figures.	The student discusses character traits that accurately describe all three historical figures, and how those traits allowed the figures to work together.
Location	The student’s explanation of location is incorrect.	The student mentions the correct location of the historical figures, but does not provide any discussion of why those locations were important.	The student discusses the correct location of the figures, and also correctly explains the significance of those locations to the figures’ lives.	The student correctly identifies and explains the significance of location to the historical figures’ lives and explains how those locations helped the interactions between the figures.

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	The product is messy or not well thought out AND words/illustrations are not used effectively.	The product is either mess and not well thought out OR both words and illustrations were not used effectively.	The product is neat and well thought out. Both words and illustrations are used effectively.	The product is eye catching and uses a variety of materials. Both words and illustrations are used effectively. The product is neat and shows evidence that it was well thought out.
Oral Presentation	Doesn't make eye contact with the group AND doesn't speak clearly and loud enough to be heard.	Doesn't make eye contact with the group OR doesn't speak clearly and loud enough to be heard.	Makes eye contact with the group and speaks clearly and loud enough to be heard.	Makes eye contact with the group, uses facial expressions and gestures, uses enthusiasm, and speaks clearly and loud enough to be heard.

Resources for Unit

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1058>

Biography of James Oglethorpe

<http://ourgeorgiahistory.com/people/oglethorpe.html>

History of Georgia/Oglethorpe

http://www.legis.state.ga.us/legis/2005_06/house/kids/famous/jamesoglethorpe.htm

Famous Georgians

<http://www.rootsweb.ancestry.com/~nwa/musgrove.html>

Notable Women Ancestors

{ Good article for helping children identify bias and inaccuracy in writing about Native Americans. }

http://ngeorgia.com/ang/Mary_Musgrove,_Queen_of_the_Creeks

“Queen of the Creeks”

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-688>

Biography of Mary Musgrove

<http://images.google.com/images?q=Tomochichi&hl=en&um=1&ie=UTF-8>

Pictures of Tomochichi

<http://www.georgiaencyclopedia.org/nge/ArticlePrintable.jsp?id=h-689>

Biography of Tomochichi

<http://www.firstpeople.us/FP-Html-Wisdom/Tomochichi.html>

First People/Tomochichi

<http://lcweb2.loc.gov/learn/features/timeline/colonial/georgia/georgia.html>

Colonial Settlement

<http://www.econedlink.org/lessons/index.cfm?lesson=nn578&page=teacher>

Fabulous lessons on banking, bartering, money

<http://www.mcwn.org/ECONOMICS/GoodService.html>

Goods and Services

<http://www.socialstudiesforkids.com/articles/economics/goodsandservices1.htm>

Great site for Social Studies

<http://www.econedlink.org/lessons/index.cfm?lesson=EM642&page=teacher>

Lessons on goods and services

<http://streaming.discoveryeducation.com/search/searchResults.cfm?N=0&Nty=1&Ntk=All&blnSearchInit=true&Ntt=Goods+and+Services&Nr>

Videos on Goods and Services

<http://www.crabapplelane.org/georgia-webquest/GeorgiaWebQuest.htm>

WebQuest for State of GA

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 7/24/08.

My Biography Poem!

Name _____

Date _____

Directions: Choose one of the Georgians listed in the box. Then, write your very own biography poem below! Use the format and example to help you!

Tomochichi**James Oglethorpe****Mary Musgrove****Format:****Title (The Person's Name)****Who** are they?**What** did they do?**When** did they do it?**Where** did they do it?**Why** did they do it?**Name****Example:****George Washington Carver**

Inventor, scientist, teacher, artist

Invented many uses for peanuts

Early 1900's

Tuskegee, Alabama

Wanted to find good uses for peanuts and other crops

George Washington Carver

Cherokee and Creek Market Day!

Dear Students and Parents,

In Social Studies, we have studied bartering and trade as a way for Georgia's Native Americans to get the goods and services that they wanted and needed. As a culminating activity, we will be having a "Cherokee and Creek Market Day!" Students will gain a deeper understanding of how the barter system works through this experience. The trade fair will be held on _____.

On this day, we all will take a trip back in time. Our class will become an open market where Cherokee and Creeks (the students) will participate in fair exchange. At Market Day, the students will barter with one another to get goods and services they want or need.

At Market Day, students can bring things that they ordinarily want or need. Examples are items such as pencils, erasers, school supplies, books, treats, games, and small toys. *Items can be brought from home, or purchased at a store.* Even though students are free bring any item to trade of their choice, they should still consider things that their classmates want or need. Here are the requirements for acceptable trade fair items:

- Students may ONLY bring 1 or 2 items to trade.
- Each item should be NO MORE than \$1.00 in value.
- All items must be pre-approved by the teacher.
- The following items are NOT allowed:
 - Electronics
 - Unwrapped food items
 - Living things
 - Sharp or unsafe objects



The Cherokee and Creek Market Day will be both enjoyable and educational. Please help us to make this experience a success! Thank you for your continued support and cooperation.

Yours in Education, _____, Teacher

Barter and Trade Approval Sheet!

Directions for Students and Parents:

1. Read the informational sheet together.
2. Decide which items to bring to Market Day.
3. List your trade item(s) on this sheet for approval by your teacher.
4. Return the bottom portion of this sheet to your teacher. Keep the rest as a reminder!
5. Bring your item(s) to Market Day, and have fun!



----- Please detach and return. Keep top portion as a reminder! -----

We have read this informational letter about the barter and trade fair. We understand the rules for bringing items. We agree to bring only one or two items to trade. We understand that once an item is traded, it no longer belongs to the student who brought it, and FAIRNESS is the key to a successful bartering experience!

Student Name

Date

Parent Signature

Date

Please list the item or items you will be trading. Remember, they must be approved by your teacher!

1. _____

2. _____

"On the Move! "

You will be traveling with the group of settlers who are moving to the new colony with James Oglethorpe. The journey will be long and hard. Your new home will be Georgia many years ago. What will you pack for your journey?

In the space below, plan your packing list. When making your list, think about what life in Georgia was like many years ago. Remember the things early settlers had to do in order to provide food, water, clothing, and shelter for themselves. You may only include enough items to fit on the list.

Your Packing List:

Clothing	Food	Tools	Other Needs

Pack Your Bag!

Once you have completed your packing list, you will pack your bag for your journey! You will put the items (or things that represent them) in a bag. You may choose any type of sack or bag to put your items in. On _____ (due date) _____, you will share your packing list and items with the other settlers and explain why you chose them.

If you need more help gathering information for your project, you may use your social studies book, books from the library, or the Internet to help you. This activity should be lots of fun, and should really bring what you have learned about the colonization of Georgia to life! Have fun and happy packing!

Good luck on your journey!

_____, Teacher

Why Did it Happen?

Name _____

Date _____

Directions: Look at each event in the graphic organizer below. Use what you have learned about how Georgia became a colony to write the cause or effect in the empty boxes.

Cause (Why?)	Effect (What happened?)
	A new colony called Georgia was formed.
Tomochichi was a fair and compassionate Yamacraw leader.	
Mary Musgrove knew how to speak both Creek and English languages.	
	Europeans and Native Americans traded with one another.
The Cherokee and Creek began to take on some of the European settlers' ways.	
	Many of Georgia's Cherokee and Creek were forced to leave their land and move to Oklahoma on the Trail of Tears.