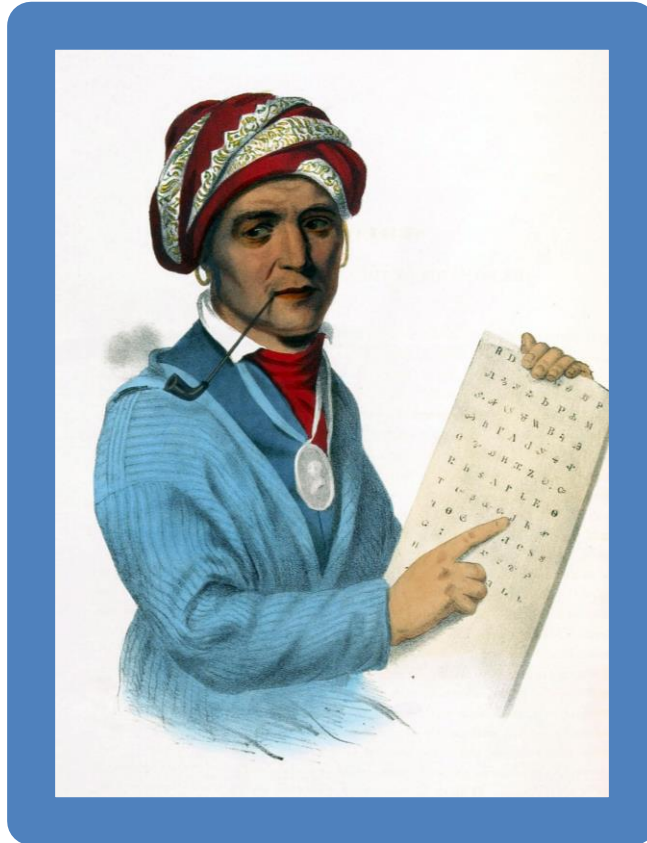


Why do we remember Sequoyah today?



Sequoyah with a tablet depicting his writing system for the Cherokee language.

19th-century print by Lehman and Duval of a painting by Henry Inman, which was based on a painting by Charles Bird

<https://commons.wikimedia.org/wiki/File:Sequoyah.jpg>

Supporting Questions

1. Why was Sequoyah's syllabary important to the Cherokee?
2. How did the places where Sequoyah lived affect his work?
3. How did Sequoyah's work with the syllabary affect his life?

Second Grade Social Studies Lab
Sequoyah

Why do we remember Sequoyah today?

Connection to Connecting Theme/Enduring Understandings	<p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p>
GSE for Social Studies	<p>SS2H1 – Describe the lives and contributions of historical figures in Georgia history. b) Sequoyah (Cherokee alphabet)</p> <p>SS2H2 - Describe the Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>SS2G2 – Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2. a) Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b) Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.</p> <p>SS2CG3 – Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
GSE for ELA, Science, or Math (K-5)	<p>ELAGSE2W2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>ELAGSE2SL1 - Participate in collaborative discussions with diverse partners about grade 2 topics and texts, with peers and adults in smaller and larger groups.</p>
Connection to Literacy Standards for Social Studies and Social Studies Matrices	<p>Map Skills:</p> <p>7. Use a map to explain impact of geography on historical and current events.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences. 2. Organize items chronologically. 3. Identify and use primary and secondary sources. 10. Analyze artifacts.



Second Grade Social Studies Lab

Supporting Question 1
Why was Sequoyah’s syllabary important to the Cherokee?
Sample Instructional Activity
Life Without Writing
Featured Sources
<p>Document 1: Portrait of Sequoyah</p> <p>Document 2: Engraving of Sequoyah and his daughter Ayoka, reading</p> <p>Document 3: Chart showing the Cherokee syllabary</p> <p>Document 4: Video teaching basic phrases in modern Cherokee</p>

Supporting Question 2
How did the places where Sequoyah lived affect his work?
Sample Instructional Activity
Location, Location, Location
Featured Sources
<p>Document 5: 1823 map of Georgia</p> <p>Document 6: 1765 map of Cherokee land in modern Tennessee, showing Sequoyah’s birthplace at Tuskegee and old Cherokee capital at Echota</p> <p>Document 7: modern map of Sequoyah’s home sites</p>

Supporting Question 3
How did Sequoyah’s work with the syllabary affect his life?
Sample Instructional Activity
Making Predictions
Featured Sources
<p>Document 8: March 3, 1828 edition of <i>Cherokee Phoenix</i> newspaper, showing sections of Cherokee Constitution</p> <p>Document 9: modern image of replica printing press at New Echota</p> <p>Document 10: modern images of interior of Sequoyah’s cabin and replica cabin, in Oklahoma</p>

Summative Performance Task	<p>PRODUCT PRESENTATION</p> <p>Students will create a written or oral biography of Sequoyah, focusing on his work with the syllabary. They should use documents from these activities within their biography, either by citing them in writing or by explaining them as part of their oral presentation. For classrooms where students are not ready to do this independently, teachers can guide students in writing this biography as a class product.</p>
	<p>EXTENSION</p> <p>Students who are ready could research an additional figure from this period of Cherokee history. Suggestions include John Ross, Elias Boudinot, or Major Ridge. How were these figures similar to or different from Sequoyah? What were their contributions to Cherokee history, and how were they affected by Sequoyah’s syllabary?</p>
Taking Informed Action	<p>Find out literacy rates in your local community. (This site may help, though data are not current: https://nces.ed.gov/naal/estimates/StateEstimates.aspx.) Have students think about reasons for illiteracy in your community, and research local efforts to combat it. How would students recommend addressing this issue for people facing it, and how would they recommend preventing it in future generations? Is just going to school enough? Obviously, students will not be able to write policy papers on this issue, but they may have innovative suggestions to share the importance of literacy with others.</p>



The Context

The story of Sequoyah (also called George Guess/Gist) contains as many unknowns as it does verifiable facts, and historians disagree about the veracity of those. At least one of his descendants asserts that virtually nothing of the accepted biography of Sequoyah is true. Nonetheless, Sequoyah remains an essential figure in Cherokee and American history, and his impact cannot be understated.

Probably born in Tennessee the 1760s, Sequoyah's parentage is most likely half Cherokee and half English/American. Most sources cite his mother as a member of a prominent clan, and since Cherokee society was matrilineal, this gave Sequoyah and his siblings an important role in their community. His father may or may not have been an aide to George Washington, but seems not to have played much of a role in Sequoyah's upbringing.

It is likely that Sequoyah worked with his mother as a trader, and thus traveled throughout Cherokee towns, and interacted with people who were not Cherokee. Most histories indicate that he became interested in the ability of colonists/Americans to communicate through writing, and started work on a writing system for the Cherokee language, which up to that time had been an entirely oral tradition.

Following increasing Federal pressure and infighting within the Cherokee government about how best to respond, Sequoyah joined others who decided to move west. He settled near Fort Smith, Arkansas, in 1818, and made only occasional trips back east.

In time, Sequoyah created a syllabary - not an alphabet - in which each symbol stood for a syllable of sounds rather than letters that combined into syllables. Historians tend to agree that he faced resistance in this work, as some Cherokee believed any attempt to record their language was contrary to their spiritual traditions, and others simply thought that Sequoyah was a charlatan.

By that time, Sequoyah was married with a daughter, and he and his daughter Ayoka participated in an experiment proving that the language could be used to transmit ideas and information from one person to another. From this point, most stories say, the larger Cherokee community began to accept the written form of the language, and support Sequoyah's work.

Following an inflammatory illness in his leg, Sequoyah had transitioned from trading to working as a blacksmith and silversmith. This profession gave him some of the skills needed to create a printed language, and with some support from missionaries and others, a printing press for the syllabary came into existence. Once printing was possible, the language rapidly gained traction, and an enormous number of Cherokees became literate in a short time.

The *Cherokee Phoenix* newspaper, published starting in 1828 in the new Cherokee capital at New Echota, spread news about Cherokee issues throughout the Southeast. As the Federal government forced the

Cherokee to cede their land and move west, written language became a key component of Cherokee arguments for recognition of existing treaties.

In 1829, shortly before the Trail of Tears, Sequoyah moved west again, this time to Indian Territory (modern Oklahoma). He remained there until 1842, when he joined a group of Cherokee who traveled to Mexico to locate others who had settled there. He died during the trip, most likely in 1843, though it took two years for news of his death to reach Cherokee authorities.

Numerous geographical locations, schools, natural features, and even the Giant Sequoia trees of California, are named in his honor, demonstrating the high regard in which many of his contemporaries held him.

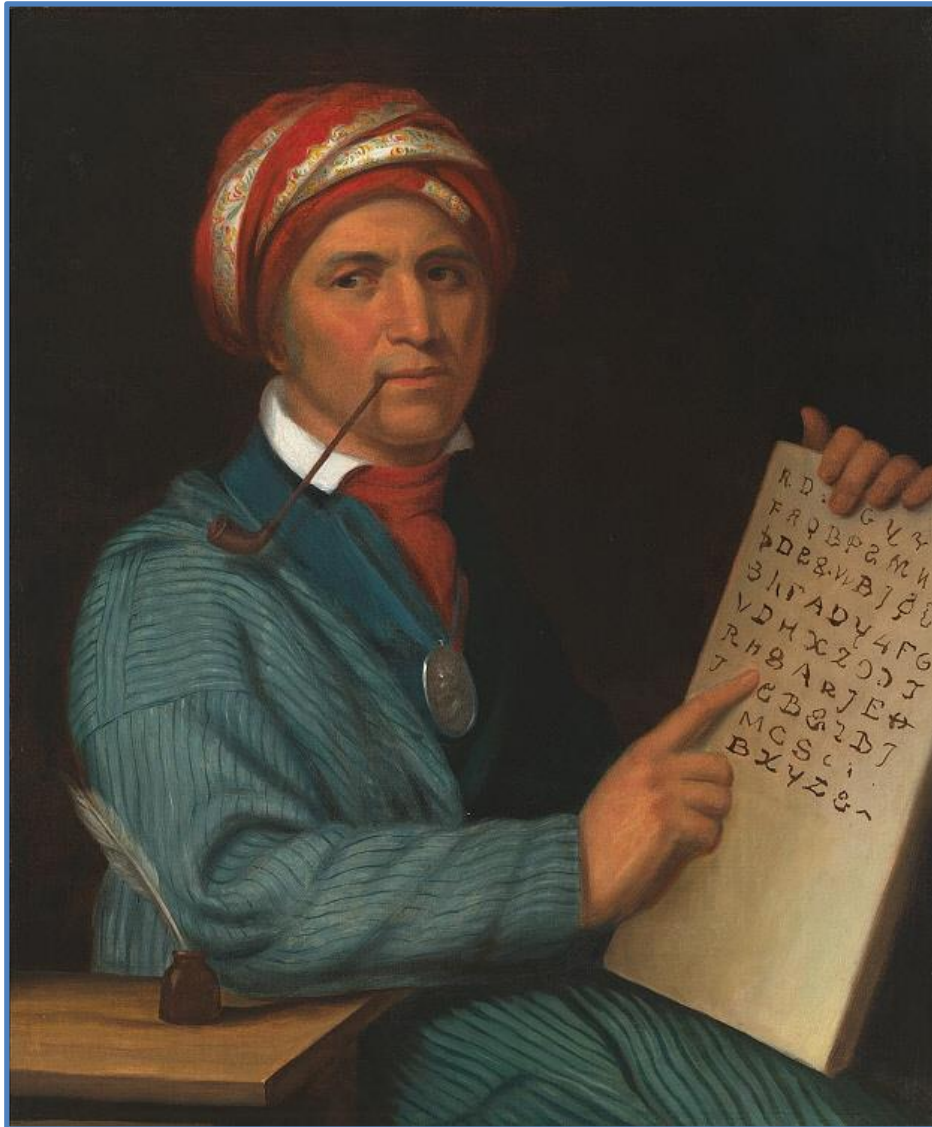


Statue of Sequoyah in Statuary Hall, United States Capitol. Placed by Oklahoma in 1917, this was the first statue of an American Indian to be included.
<https://www.aoc.gov/art/national-statuary-hall-collection/sequoyah>

Documents

Document #	Source Information
Document 1	- <i>Sequoyah</i> , by Henry Inman, after original by Charles Bird, c. 1830. National Portrait Gallery. http://npg.si.edu/object/npg_NPG.79.174?destination=portraits/search%3Fedan_q%3Dsequoyah%26edan_local%3D1%26edan_fq%255B0%255D%3Dp.edanmdm.descriptivenonrepeating.unit_code%253A%2522NPG%2522%26incCAP%3Dfalse%26op%3DSearch
Document 2	- <i>Sequoyah and Daughter Ayoka</i> by C. S. Robbins in <i>Se-Quo-Yah the American Cadmus and modern day Moses</i> , by George E. Foster. From the Georgia Historical Society Rare Collection. http://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/sequoyah/talking-leaves/
Document 3	- <i>Cherokee Syllabary</i> , Sequoyah, c. 1821. Modernized version with pronunciation guide from Sequoyah Birthplace Museum. http://www.sequoyahmuseum.org/index.cfm/m/3/pageId/48 (Note that there are additional versions online arranged in rows and columns to assist in pronunciation. One example here: http://www.native-languages.org/ Cherokee_alphabet.htm .)
Document 4	- <i>Let's Talk Cherokee</i> , Cherokee Nation OsiyoTV, uploaded 2/14/2015. https://www.youtube.com/watch?v=rdqhCBI8MJk (Many additional episodes are available on the OsiyoTV YouTube channel.)
Document 5	- <i>Map of Georgia</i> , Anthony Finley. From <i>Finley's New General Atlas</i> , 1824. From digitized file at the Birmingham (Alabama) Public Library Cartography Collection. http://bplonline.cdmhost.com/digital/collection/p4017coll7/id/267/rec/27
Document 6	- <i>A Draught of Cherokee Country</i> , by Henry Timberlake. From <i>The Memoirs of Henry Timberlake</i> , 1765. https://upload.wikimedia.org/wikipedia/commons/d/d1/Draught_of_the_Cherokee_Country.jpg
Document 7	- <i>Sequoyah's Homesites</i> , The Sequoyah Birthplace Museum. http://www.sequoyahmuseum.org/index.cfm/m/3/pageId/47
Document 8	- <i>Cherokee Phoenix</i> newspaper. Volume 1, Number 3, March 6, 1828. Click small image to navigate to high-resolution scan that allows the user to zoom in and read the text clearly: https://www.wdl.org/en/item/15576/#collection=cherokee-phoenix-and-indians-advocate-newspaper .
Document 9	-Modern photo of <i>Cherokee Phoenix</i> printing press at New Echota Historic Site, by J. Stephen Conn. Used under CC BY-NC.20. https://www.flickr.com/photos/jstephenconn/4119106354 (Note that this press is a replica, as the original press was destroyed following removal.)
Document 10	-Replica of Sequoyah's Cabin, near Sallisaw, Oklahoma. (The original cabin is preserved within a stone building.) https://en.wikipedia.org/wiki/Sequoyah%27s_Cabin#/media/File:Sequoyahs_Cabin.jpg -Interior of Sequoyah's original cabin, with artifacts to show how he lived: http://visit CherokeeNation.com/ATTRACTIONS/Pages/sequoyahs-cabin.aspx .

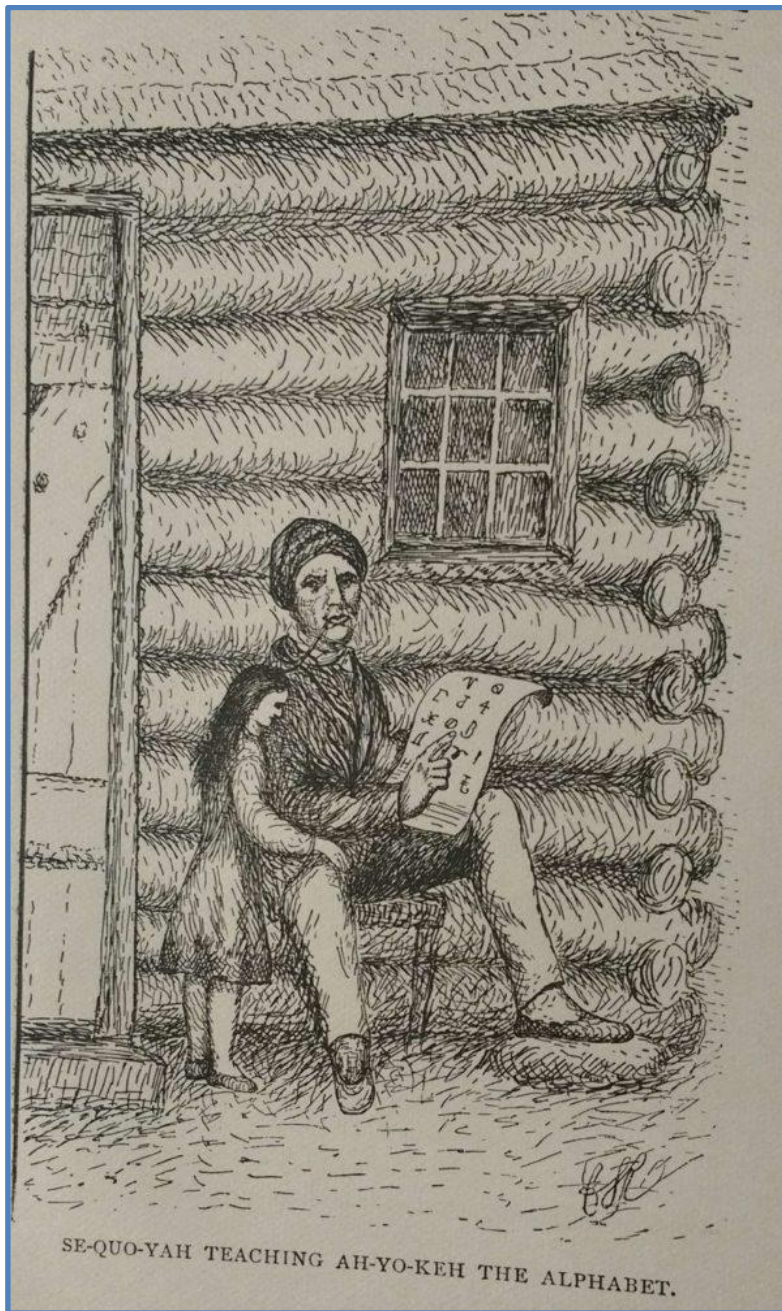
Document 1



Sequoyah
by Henry Inman, after an original by Charles Bird
c. 1830



Document 2



***Se-Quo-Yah teaching Ah-Yo-Keh the alphabet
by C. S. Robbins in *Se-Quo-Yah the American
Cadmus and modern day Moses****

Georgia Department of Education

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Document 3

D _a	R _e	T _i	Ꭰ _o	Ꭱ _u	i _v
᎑ _{ga} Ꭶ _{ka}	Ꭶ _{ge}	Ꭶ _{gi}	Ꭰ _{go}	Ꭶ _{gu}	Ꭶ _{gv}
Ꭶ _{ha}	Ꭶ _{he}	Ꭶ _{hi}	Ꭶ _{ho}	Ꭶ _{hu}	Ꭶ _{hv}
Ꭶ _{la}	Ꭶ _{le}	Ꭶ _{li}	Ꭶ _{lo}	Ꭶ _{lu}	Ꭶ _{lv}
Ꭶ _{ma}	Ꭰ _{me}	Ꭶ _{mi}	Ꭶ _{mo}	Ꭶ _{mu}	
Ꭰ _{na} Ꭶ _{hna} Ꭶ _{nah}	Ꭰ _{ne}	Ꭶ _{ni}	Ꭶ _{no}	Ꭶ _{nu}	Ꭱ _{nv}
Ꭶ _{qua}	Ꭱ _{que}	Ꭶ _{qui}	Ꭶ _{quo}	Ꭱ _{quu}	Ꭶ _{quv}
Ꭶ _{sa} Ꭱ _s	Ꭶ _{se}	Ꭶ _{si}	Ꭶ _{so}	Ꭶ _{su}	Ꭶ _{sv}
Ꭶ _{da} Ꭶ _{ta}	Ꭶ _{de} Ꭶ _{te}	Ꭶ _{di} Ꭶ _{ti}	Ꭶ _{do}	Ꭶ _{du}	Ꭶ _{dv}
Ꭶ _{dla} Ꭶ _{tla}	Ꭶ _{tle}	Ꭶ _{tli}	Ꭶ _{tlo}	Ꭶ _{tlu}	Ꭶ _{tlv}
Ꭶ _{tsa}	Ꭶ _{tse}	Ꭶ _{tsi}	Ꭶ _{tso}	Ꭶ _{tsu}	Ꭶ _{tsv}
Ꭶ _{wa}	Ꭶ _{we}	Ꭶ _{wi}	Ꭶ _{wo}	Ꭶ _{wu}	Ꭶ _{wv}
Ꭶ _{ya}	Ꭶ _{ye}	Ꭶ _{yi}	Ꭶ _{yo}	Ꭶ _{yu}	Ꭶ _{yv}

Sounds Represented by Vowels

a, as a in father, or short as a in rival || o, as o in note, approaching aw in law
 e, as a in hate, or short as e in met || u, as oo in fool, or short as u in pull
 i, as i in pique, or short as i in pit || v, as u in but, nasalized

Consonant Sounds

g nearly as in English, but approaching to k. d nearly as in English but approaching to Ꭶ. h k l m n q s t w y as in English. Syllables beginning with g except **᎑**(ga) have sometimes the power of k. **Ꭰ**(go), **Ꭶ**(du), **Ꭶ**(dv) are sometimes sounded to, tu, tv and syllables written with tl except **Ꭶ**(tla) sometimes vary to dl.

Cherokee Syllabary
 by Sequoyah, original c. 1831
 (modernized explanations at bottom)



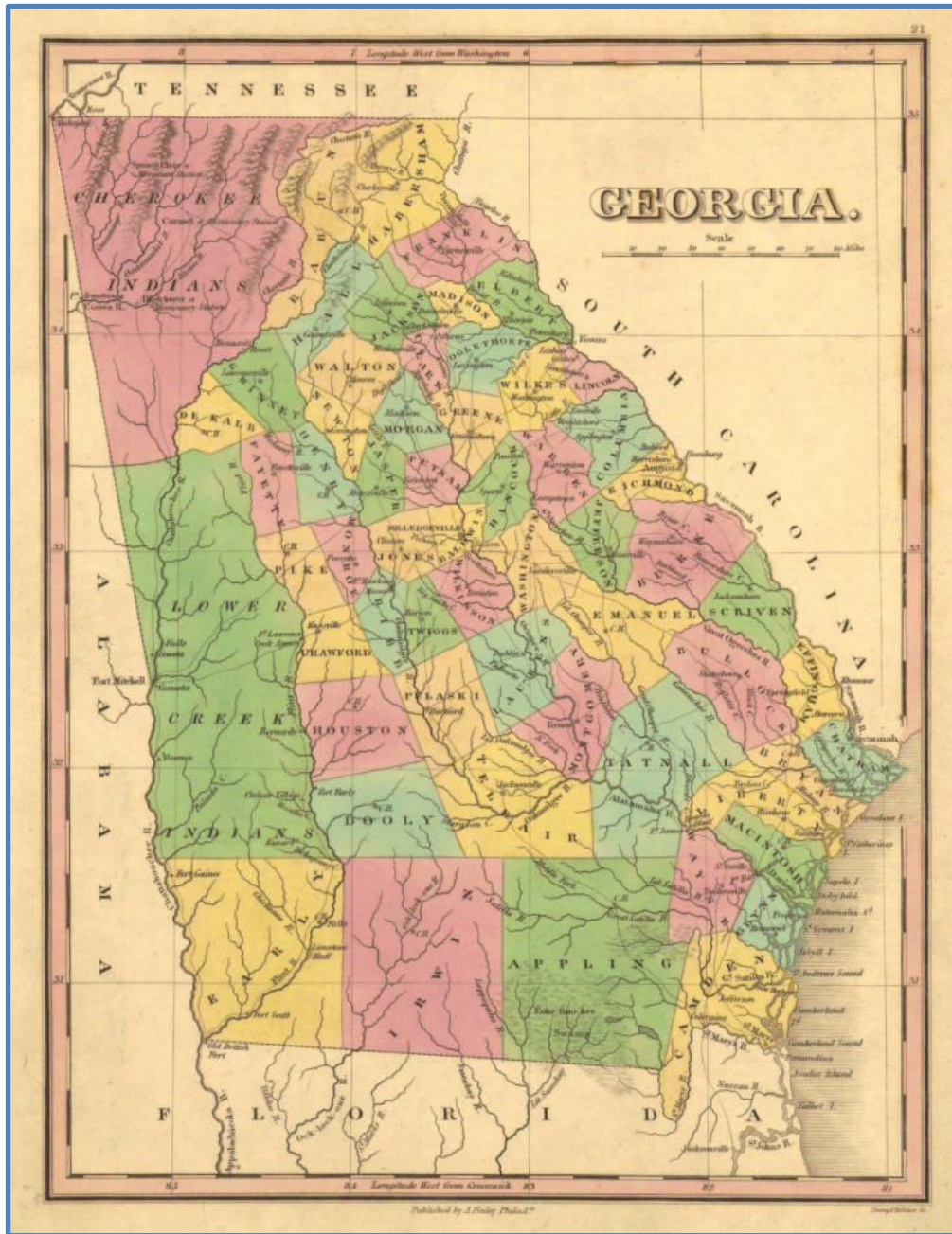
Document 4



Let's Talk Cherokee
by Cherokee Nation
uploaded by OsiyoTV, 2015



Document 5



**Map of Georgia, 1823
by Anthony Finley
from *Finley's New General Atlas*, 1824**

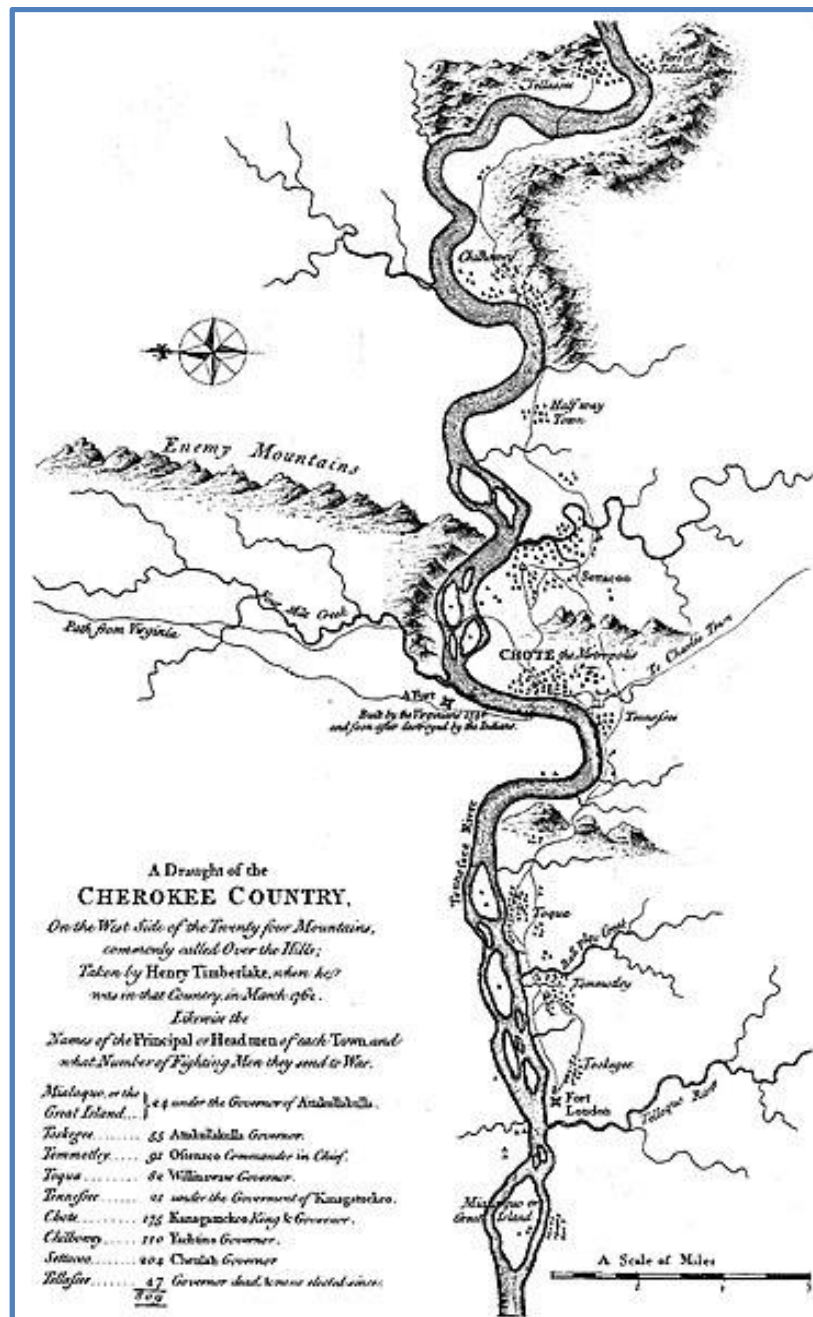
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Document 6



***A Draught of Cherokee Country
 by Henry Timberlake
 from A Memoir of Henry Timberlake, 1865***

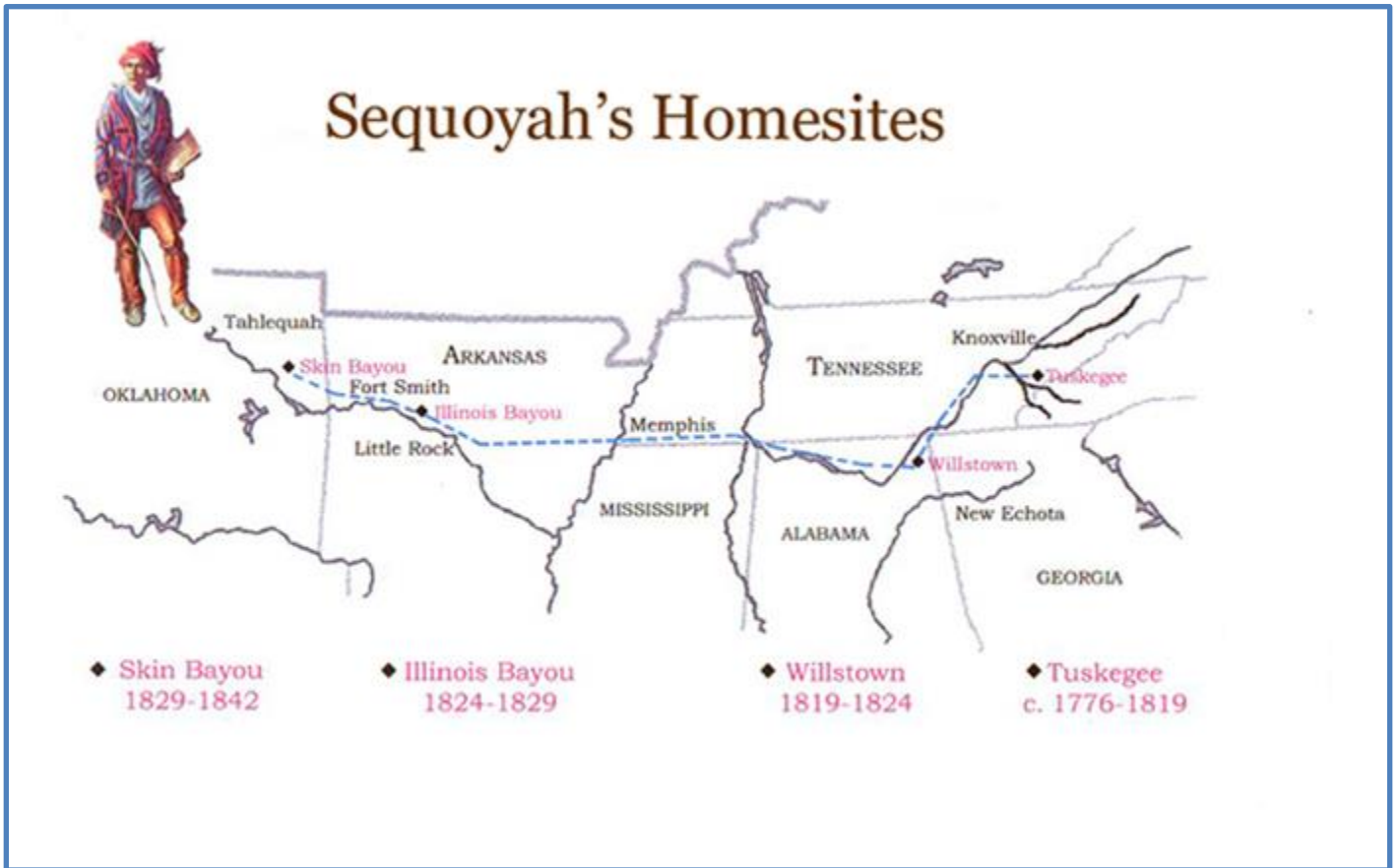
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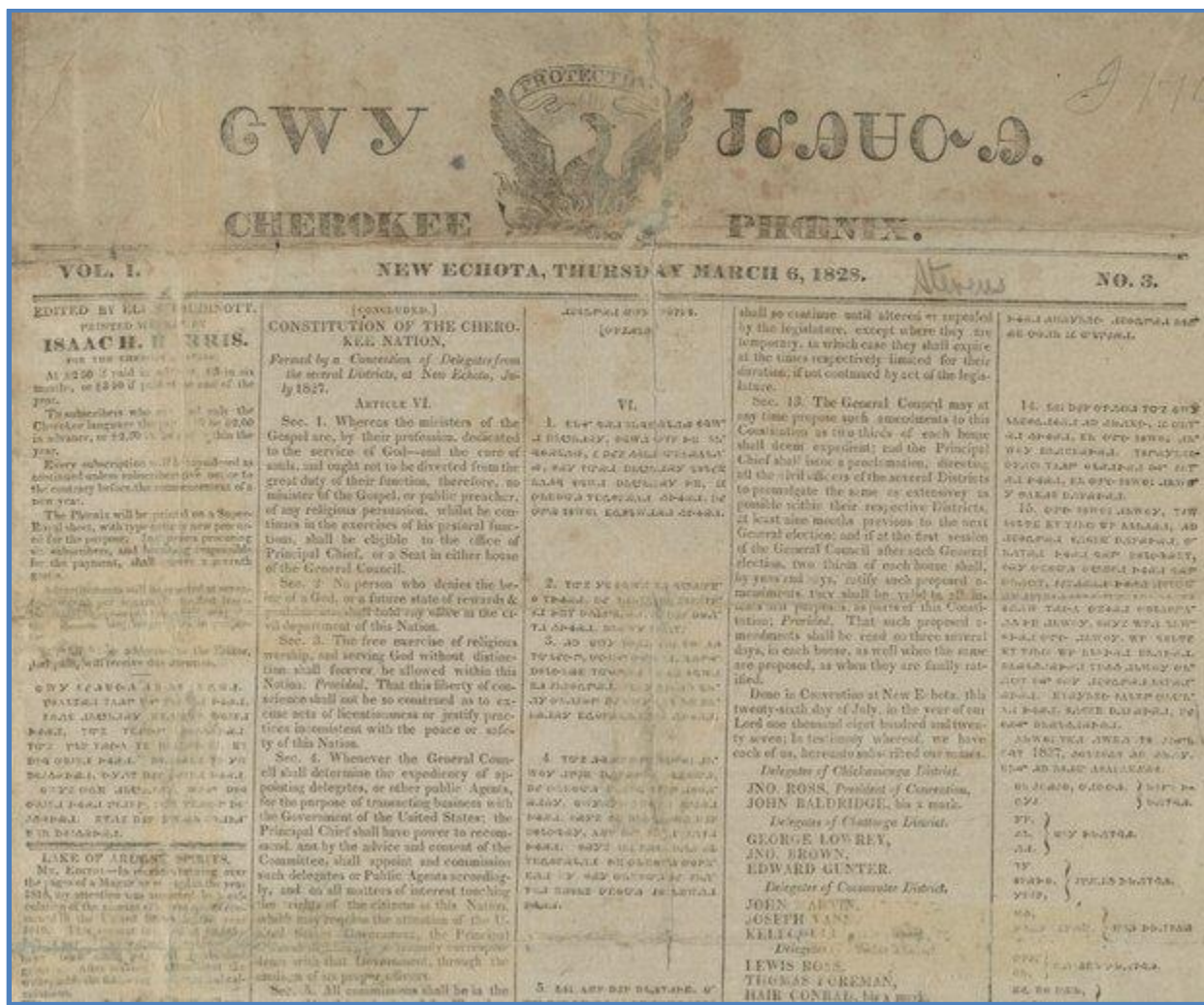
Document 7



Sequoyah's Homesites
by the Sequoyah Birthplace Museum



Document 8



Cherokee Phoenix
Volume I, Issue 3
March 6, 1828

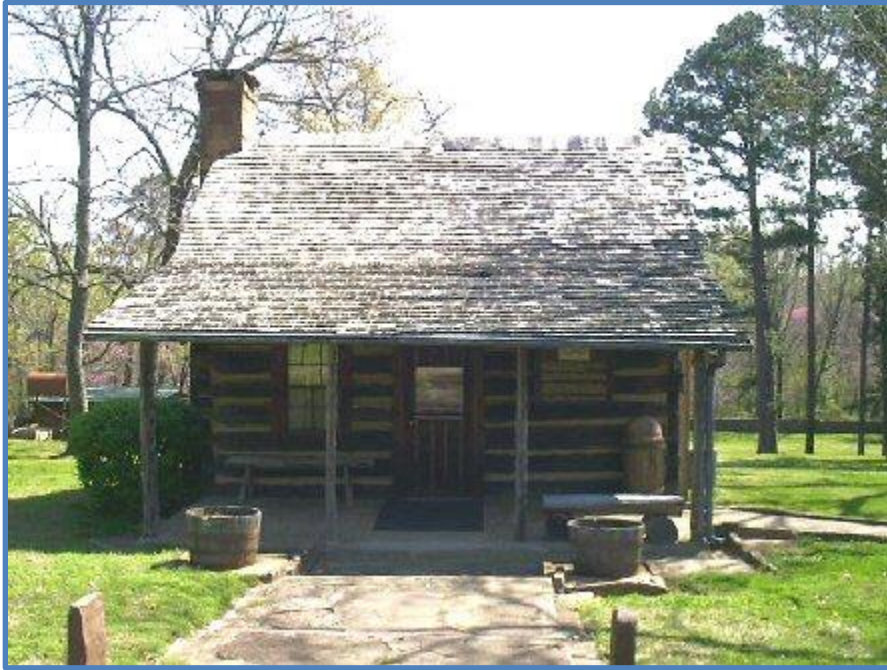


Document 9



Cherokee Phoenix Printing Press, New Echota
by J. Stephen Conn
(modern photograph)

Document 10



***Replica of Sequoyah's Cabin
near Sallisaw, Oklahoma
(modern photograph)***



***Interior of Sequoyah's Original Cabin
near Sallisaw, Oklahoma
(modern photograph)***

Sample Instructional Activities/Assessments

Life Without Writing

Sequoyah is generally credited as being the only person in recorded history to single-handedly create a systematic writing system for an existing language. This activity helps students understand the magnitude of this achievement by asking them to imagine a world without written language. Of course, the Cherokee of the mid-18th century were living in a society that was changing rapidly, and that also had nearly constant contact with colonists who used written language. While their own language was not yet written, they were certainly aware of what writing was and how it was used. Additionally, make sure this activity does not lead students to believe that the Cherokee culture was devoid of things like art, literature, and technology - they had simply created these without reading or writing. Finally, the ideas listed below assume that students have had some exposure to Sequoyah previously, but they can be altered to introduce him and his work, if desired.

--Share **Document 1** with students. (Ideally, each student would have her/his own copy, but an enlarged image displayed for the entire class will certainly work.) Ask them to take a few minutes and examine the portrait. What do they notice? What do they see that tells something about Sequoyah? Tell students that this portrait hangs in the National Portrait Gallery, part of the Smithsonian, in Washington, D.C. What is important about that fact? What does that mean about Sequoyah, and his work?

-Tell students a bit about Sequoyah's work to develop the Syllabary, or have them share facts they remember from previous study. Display **Document 2**, which shows Sequoyah reading with his daughter, Ayoka. Allow students to make any personal connections to the image. What do they think is happening in the picture? Why is it significant?

-Guide students through the following questions. The goal is to create detailed drawings that show what students' lives would be like without written language. Depending on the class and students' readiness, the class can work together to create a large drawing on bulletin board paper, or each student can create an independent drawing on large drawing sheets. Also, teachers may choose to hone in on one or two areas of their students' lives rather than addressing all of those listed below. One final caution - be sure to avoid any embarrassment for students who may not read/write well, or who may have family members who are illiterate.

*Begin by asking students to visualize a world without writing. Start with your classroom. What would be different? (No books, no written material on the walls, no labels on school supplies, etc.) Would students still be able to learn things? How would they do that? What skills would be more important than they are now? (Think about things like memorization, ability focus on watching someone do something you want to learn, or learning things solely by listening and watching.)

*Add students' thoughts to drawings.

*How would students' homes be different? What items would they not have? (Think beyond books to things like recipes, birthday cards, and labels on appliances.) How would their personal technology change? Can you have a smart phone without written language - would there be any point? Can you dial a phone without numbers? How would they get directions to a new location without labels on a map or in GPS software?

*Add students' thoughts to drawings.

*Think about your community as a whole. What would look different? Would there be street signs, business signs, or billboards? How would you know when you had arrived at your location? Would cars look the same on the inside? What about buses or other public transportation?

*Add students' thoughts to drawings.

*Pick a particular location in your community. (Students can each select one of their own, if time permits,

Second Grade Social Studies Lab

such as a grocery store, playground, or restaurant.) How would that place look different?

*Add students' thoughts to drawings.

*Once drawings are completed, have students share their overall impressions about the role of written language in their lives today. Then, have students think about how life in Sequoyah's time would have been affected by the introduction of a written language. How did it change the way people found out new information? How did it affect people's work? How did it increase the Cherokee people's ability to share news with each other? Compare this to students' reflection on modern life without language.

-Discuss how **Documents 1 & 2** demonstrate the importance of the syllabary to the Cherokee. Few images exist of Sequoyah, and many that do derive from a single picture. However, they nearly all show him with the syllabary in some way, because its impact was so significant in just a short amount of time.

-Share **Document 3** with students so that they can see the actual letters of the syllabary, and emphasize the sophistication of the writing system, which works in such a way that the set of symbols combine logically to create every syllable used in the Cherokee language. Use **Document 4** to let students hear spoken Cherokee, and to let them see the relationship between the letters of the syllabary and their sounds.

GSE Standards and Elements	SS2H1 – Describe the lives and contributions of historical figures in Georgia history. b) Sequoyah (Cherokee alphabet)
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences. 3. Identify and use primary and secondary sources. <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>



Sample Instructional Activities/Assessments

Location, Location, Location

If students have not yet studied the regions of Georgia, and if they lack familiarity with the general geography of the United States, you may want to delay these activities until they have at least an acquaintance with those topics. Alternatively, you could provide that sort of information as you go through the documents and associated activities.

--Use **Document 5** to help students see that as late as 1823, the Cherokee and Muscogee/Creek people still held dedicated land. Discuss the regions in which these lands were located. What do students know about those parts of the state? Focus on the Cherokee land in Northwest Georgia: what unique geographical features are located there? What crops can be grown there? What other food sources were available at the time of Sequoyah? Do the borders shown on the map reflect traditional Cherokee boundaries? Why or why not? Most historians agree that Sequoyah moved to Arkansas around 1818 as one of the Cherokee "Old Settlers" who sold their lands to the Federal government in exchange for land in the eastern part of Indian Territory. By the time this map was made, he was already living in Arkansas. However, it seems that he did travel back to the east several times, including to the new Cherokee capital at New Echota, near modern Calhoun, GA. (Note: the borders on this map reflect cartography of the time, and many of the counties shown are placed incorrectly. If students are ready for it, discuss why a map might be this inaccurate. Stress the source of this map, which is a full atlas, so it is not at all surprising that the western portions of Georgia are inaccurate.)

-**Document 6** is 70 years older than **Document 5**, and the man who created it served in the British Army prior to the Revolutionary War. After returning to England, he wrote a memoir, and within it, he included this map of what he termed "Cherokee Country." This map shows the old Cherokee capital at Echota, in what is now Tennessee, as well as the smaller town of Tuskegee, where Sequoyah was born. Note the compass rose: "north" is to the maps' left. Using this map, ask students to consider some of the following:

*Why is the location of Sequoyah's birth important? Help students see that the town's proximity to both the Cherokee capital at Echota and the English settlement at Fort Loudon put Sequoyah in contact with both Cherokee people from throughout the area and colonists and traders.

*What natural features are found nearby? Sequoyah lived close to the confluence of the Tennessee and Tellico Rivers, as well as the Blue Ridge Mountains (labeled as "Enemy Mountains"). Why were these important? How do rivers affect trade, communication, and general lifestyles? How do mountains protect communities while also isolating them? Which features do students think affected Sequoyah's life?

*Most importantly, link these questions to Sequoyah's interest in, and development of, a system for writing and reading the Cherokee language.

-**Document 7** comes from the Sequoyah Birthplace Museum in Tennessee, and is helpful in showing places where Sequoyah lived, though its dates do not match most historical sources. Help students identify each place where Sequoyah lived, and, if possible, find those places on your classroom map.

*Why did Sequoyah make these moves? What else was happening in the United States?

*Many historians believe that Sequoyah became a silversmith and blacksmith after losing the full use of one of his legs. How did this change in profession affect both his work on the syllabary and his choice of where to live?

*How does Sequoyah's movement west echo the larger Cherokee nation's movement west? Were all these moves made by choice? For whose benefit were these moves made? (For a basic introduction to the Trail of Tears that is appropriate for second graders consider *The Trail of Tears*, by Joseph Bruchac.)



Second Grade Social Studies Lab

-Once students have studied and discussed all three maps, have them answer this activity’s essential question using evidence from the maps. For example, “Living near the Cherokee capital at Echota affected Sequoyah’s work because it allowed him to meet many different kinds of people. Some of those people used a written language, and this inspired him to create a written system for the Cherokee language.” Obviously, most second graders will not write so concisely, and teachers should feel free to scaffold these written responses as much as is needed. For some classes, particularly if many students are learning English, it may be best for students to work on these responses as a whole class, or use sentence frames like the following:

*Living in _____ affected Sequoyah’s work because _____.

*Sequoyah decided to live _____ because _____.

* _____ was an important location for Sequoyah because _____.

<p>GSE Standards and Elements</p>	<p>SS2H1 – Describe the lives and contributions of historical figures in Georgia history. b) Sequoyah (Cherokee alphabet)</p> <p>SS2H2 - Describe the Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>SS2G2 – Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2. a) Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map. b) Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.</p> <p>SS2CG3 – Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Map Skills: 7. Use a map to explain impact of geography on historical and current events.</p> <p>Information Processing Skills: 1. Compare similarities and differences. 2. Organize items chronologically. 3. Identify and use primary and secondary sources.</p> <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p>



Sample Instructional Activities/Assessments

Making Predictions

*For this activity, it is important that students **NOT** see Document 10 (pictures of Sequoyah's cabin in Oklahoma) prior to the beginning of the lesson.*

--**Document 8** provides an early issue of the *Cherokee Phoenix*. Using the linked version, students can zoom in to read articles, see the syllabary in action, and notice what topics were included within the newspaper. Note that the Cherokee Constitution is partially printed in this issue, as the two earlier issues had included the prior portions of the document. Discuss with students what it meant that the Cherokee did not have to write their Constitution in English, and that when they shared it with readers spread over a wide geographic area, they could do so in their own language.

*What does this mean about Sequoyah's contribution to the history of the Cherokee?

*What does this mean about the importance of the syllabary?

-Show students **Document 9**, which shows the replica of the printing press at New Echota. (The original was destroyed at the time of removal, and stories note that it was dumped into a well, as well.)

*Why was the press significant in demonstrating the importance of the syllabary?

*Who was using the syllabary? Just individuals wanting to write letters to relatives, or was it also used for broader purposes?

*How does the press demonstrate the change in Cherokee attitudes toward a written language? After all, when he began his work, Sequoyah was accused of witchcraft. How do students think that Cherokee people felt about Sequoyah, once literacy became commonplace and people began to rely on writing for communication?

-At this point, stop and ask students to make predictions about Sequoyah's lifestyle in Oklahoma. Based on what they know about his importance to the Cherokee people, language, and government, how do they think he is living?

*What do they think his house looks like?

*What do they think he does on a daily basis?

*Who can students think of today who lives similarly?

*Then, show students pictures of Sequoyah's cabin in modern Oklahoma (**Document 10**). Does it match their predictions? Why or why not? What does this show about Sequoyah's character? What does it show about the lives of the Cherokee living in the West (Indian territory)? Depending on students' interest, share a bit about how much life changed for wealthy and prominent Cherokee people when they moved from the Southeast to Indian Territory.

-As a final step, collect students' final reactions to this activity. A simple chart listing "How Sequoyah's story surprised us" can hold index cards on which students have written their reactions. Alternatively, students can list their single most surprising fact on sticky notes, and then the class can group these notes based on similarities to determine trends in the whole class's reactions.

Second Grade Social Studies Lab

<p>GSE Standards and Elements</p>	<p>SS2H1 – Describe the lives and contributions of historical figures in Georgia history. b) Sequoyah (Cherokee alphabet)</p> <p>SS2H2 - Describe the Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>SS2CG3 – Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. Compare similarities and differences. 2. Organize items chronologically. 3. Identify and use primary and secondary sources. 10. Analyze artifacts. <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>



Sample Instructional Activities/Assessments

Summative Performance Task: Sequoyah Biography

While this task asks students to write a biography, avoid requiring a “report” that tends to be a boring recap of an encyclopedia entry. Instead, ask students to focus on one or two points that they think are most significant about Sequoyah and his contributions - and then help them see the importance of using evidence to support their ideas. It is far better to do this together as a class than to have students become overwhelmed trying to do it independently.

*Using a prewriting method with which the class is familiar, ask students to identify one or two specific reasons that they think Sequoyah is remembered today. In essence, they are answering the essential question with a short biography. At this point, make sure that each student’s reasons are reasonably accurate and defensible with evidence available to the student. Redirect students who need it.

*Have students develop explanations for their ideas, relying on facts from Sequoyah’s life and evidence from the documents used in the preceding activities. Encourage students to focus on specific events and locations when possible, and demonstrate the correct use of chronology. While not all biographies must be written in chronological order, the organization of a biography needs to maintain a structure that lets the reader build an accurate chronology of the subject’s life. (For most second graders, simply presenting events in order is the best way to build this skill.)

*Students can present their work orally or in writing, depending on individual readiness, and the class’s/student’s/teacher’s goals for the task. Students should shape their information into a logical format for sharing, preferably after some modeling by the teacher. Make sure that documents are used to provide evidence when needed. It may help to check in with students and see if their selected documents make sense in relation to the point(s) of their biographies. Note that this can be as simple as using the *Cherokee Phoenix* to show that the Cherokee used Sequoyah’s syllabary for many important documents and for sharing information, or that the way Sequoyah lived (in a simple cabin) shows that the work he did was not necessarily done for financial gain or personal fame.

GSE Standards and Elements

- SS2H1** – Describe the lives and contributions of historical figures in Georgia history.
 - b) Sequoyah (Cherokee alphabet)
- SS2H2** - Describe the Creek and **Cherokee** cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.
- SS2G2** – Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.
 - a) Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.
 - b) Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.
- SS2CG3** – Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion



Second Grade Social Studies Lab

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Map Skills: 7. Use a map to explain impact of geography on historical and current events.</p> <p>Information Processing Skills: 1. Compare similarities and differences. 2. Organize items chronologically. 3. Identify and use primary and secondary sources. 10. Analyze artifacts,</p> <p>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society's economy, culture, and development.</p>
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Taking Informed Action

Literacy in Your Community

Ask students:

- Are there people in your community who have not had the chance to learn to read and write?
- Why do you think this happens?
- What are some ways that community members could come together to help people learn to read and write, even if they are no longer in school?

