

2nd Grade Teacher Notes for the Georgia Standards of Excellence in Social Studies

The Teacher Notes were developed to help teachers understand the depth and breadth of the standards. In some cases, information provided in this document goes beyond the scope of the standards and can be used for background and enrichment information. Please remember that the goal of social studies is not to have students memorize laundry lists of facts, but rather to help them understand the world around them so they can analyze issues, solve problems, think critically, and become informed citizens.

Children's Literature: A list of book titles aligned to the Second Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: <http://gcss.net/uploads/files/gr2socstkidsbooks.pdf>

TEACHER NOTES **2nd Grade Social Studies**

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

The intent of this standard is for students to understand the contributions of specific Georgia historical figures to our state's history.

Resources:

The single most authoritative background resource for teachers is the New Georgia Encyclopedia, a comprehensive reputable online collection of information on Georgia's past and present. See <http://www.georgiaencyclopedia.org/> and search by topic or historic figure. Although not appropriate for direct use with young students, 2nd grade teachers will find this an excellent teacher resource. Another good source for Georgia is GeorgiaInfo: An Online Georgia Almanac, found at <http://georgiainfo.galileo.usg.edu/> A rich source for maps, images, and other information about Georgia. Although some of the information is advanced for 2nd graders, teachers can find a wealth of great information, images, maps, and other background knowledge to share.

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)



Students are expected to identify the following historical figures and their contributions. Note that teachers will want to teach SS2H1 along with SS2G2a-c (geography tied to these figures) and SS2CG3 (character traits of these individuals.)

1933 U.S. stamp; public domain, Wikimedia commons

James Oglethorpe—established the Georgia colony in Savannah in 1733, negotiated good relations with American Indians. Although James Oglethorpe was only in Georgia for a few years, to help the colony get its start, his willingness to work with the nearby American Indians and his determination to avoid many of the problems of other colonies helped to shape Georgia as a unique place. Students might be interested in exploring the places and institutions in Georgia that are named for Oglethorpe.

In 1933, when Georgia celebrated its 200th birthday, the stamp above was issued to recognize Oglethorpe's importance to the colony. Activity idea: Students could create their own stamps on sticky backed label paper to celebrate the founding of Georgia.

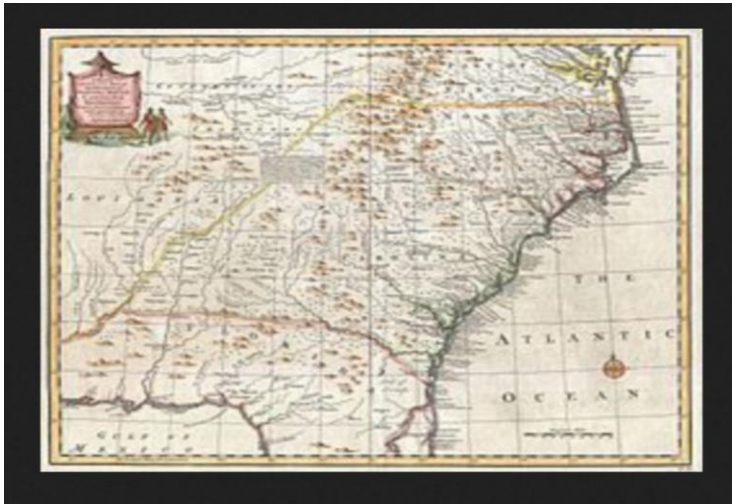
Point out England and Georgia on a map from that period to show students the geographical location of this chapter of our history.

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A few facts to establish about the birthday of Georgia and a myth about the founding: The charter of 1732 lays out the plan for the colony and the rules under which that colony was to be set up. This is not part of our 2nd grade standards but you might explore this further and share some of the background information on the charter if you have time and interest. 1733 is the year in which the colony was “born”.

About the debtor colony myth - Debtors, or people who were jailed in England because they owed money, were NOT among the first Georgia colonists. Many poor people did come to the colony, but no debtors were chosen to come to settle here. This is a good chance to model for students that historians analyze and study the past in a certain way and questioning the popular stories of history helps to separate what is history from what is myth.

You will want to explain these concepts in 2nd grade friendly terms by exploring synonyms for Philanthropy, Economics, and Defense, the three main motives for the founding of the Georgia colony.



Philanthropy – James Oglethorpe was interested in setting up a new colony to provide a way for poor but honest men to avoid debt and prison and be able to live a good life. Because he had a good friend who had died in debtors’ prison, he wanted to help create a place for people to work hard and be able to farm their own land. The other trustees for the colony agreed that this was a good idea.

Economics - the Trustees thought Georgia made a good location to grow grapes for wine, and mulberry trees to produce silk. They also thought the colony could provide lumber and other shipbuilding products and that there would be good small farms. In

time, they found out some of their ideas did not work so well.

Defense - King George II wanted a buffer zone of protection between the Spanish in Florida and the French along the Mississippi River. Georgia would help provide that zone.

This 1747 Bowen map of the Southeastern U.S. (Carolinas, Georgia, Florida) may be used to talk about Georgia’s location and why they needed this buffer zone.

[https://commons.wikimedia.org/wiki/File:1747_Bowen_Map_of_the_Southeastern_United_States_\(Carolina, Georgia, Florida\) - Geographicus - CarolinaGeorgia-bowen-1747.jpg](https://commons.wikimedia.org/wiki/File:1747_Bowen_Map_of_the_Southeastern_United_States_(Carolina,_Georgia,_Florida)_-_Geographicus_-_CarolinaGeorgia-bowen-1747.jpg) [Public domain], via Wikimedia Commons



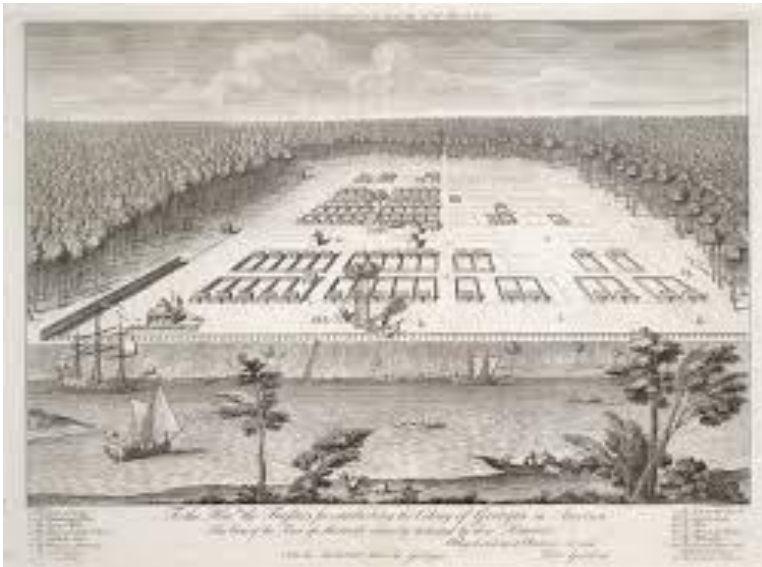


Tomochichi—chief of the Yamacraw Indian tribe (who had broken away from the larger Creek confederation), he negotiated good relations with the Georgia colony that led to its success in the region. Tomochichi served as a strong ally and trading partner with Oglethorpe and other colonial figures.

Tomochichi and his nephew, Toonahawi, public domain, engraved by John Faber Jr. around 1734-1735.

James Oglethorpe took Tomochichi, his nephew, and other Yamacraw back to England where they met the King and other noblemen. The painting in the lower right was made of that historic visit. Have your students examine this painting and imagine what each group might have thought of the other. This would make a great writing opportunity. *Painting (1734-38, completion date uncertain?) by William Verelst, Public domain, Wikimedia commons*

The Yamacraw, under Tomochichi's leadership, allowed Oglethorpe and his group to settle on Yamacraw Bluff, which later became Savannah.



public domain, 1734 map of Savannah

<http://georgiainfo.galileo.usg.edu/images/uploads/maps/savannah1735.jpg>

If you have time in your unit to explore the unique characteristics of Savannah upon its founding, it is a fascinating story. The city was located on Yamacraw Bluff and provided a wonderful potential as a port city. Show pictures of Savannah now to your students and, if possible, pictures from the various squares which make Savannah such a walkable and fascinating city.

James Oglethorpe planned this city very carefully and studied other city plans in order to decide what would be build in which locations. You could have your students plan a city from the beginning and explore what they would want to include.



Mary Musgrove was born to a Creek Indian mother and an English father, and grew up straddling these two cultures. We have no reliable sources of images for her. You might discuss with your 2nd graders why that is true. How could historians guess at how she might have looked?

John Wesley, a founder of Methodism, described her this way in 1736: “Tomochichi’s interpreter was one Mrs. Musgrove. She understands both languages, being educated amongst the English. She can read and write, and is a well-civilized woman. She is likewise to teach us the Indian tongue.” This is one way we know about Mary Musgrove’s role.

Her Creek name was Coosaponakeesa, and she is most well known for her role as translator between Oglethorpe and Tomochichi. Her fluency in English and Muskogee languages was a great asset to her and to the founding of Georgia.

She married an English fur trader and was a successful business woman and trader, especially with the deerskin trade. She managed to make profit and own land in a time when few women did that. She is in the Georgia Women’s Hall of Fame. Mary Musgrove married three times in her life. After her first two husbands died, she married for the last time, and she was finally known as Mary Musgrove Bosomworth. In 1993, she was honored as a Georgia Woman of Achievement.

Vocabulary: contributions, colony/colonial, founder, philanthropy (charity, giving), trustee, buffer zone, chief, ally, economics, defense, interpreter, translator, culture, language, trader/trading

Resources:

New Georgia Encyclopedia entries on James Oglethorpe, Mary Musgrove, Tomochichi, the Yamacraw, the Georgia colony, and Savannah may be found at: <http://www.georgiaencyclopedia.org/>

SS2H1 Describe the lives and contributions of historical figures in Georgia history.**b. Sequoyah (development of a Cherokee alphabet)***Painting of Sequoyah by C. B. King, 1836, public domain*

Sequoyah (ca. 1770 – ca. 1840) Sequoyah was born in Tennessee, then moved to Arkansas, and eventually to what became Oklahoma, driven there along with his fellow Cherokee tribesmen by settlers wanting their lands. There is some evidence to suggest that Sequoyah was the son of a white father and a Cherokee mother, but he appeared to be full-blooded Indian and spoke only the Cherokee language. He dressed and practiced the customs of the Cherokee tribe.

Although he never lived in the state, he visited Georgia several times, advising fellow tribesmen on what was happening out west, and to teach the syllabary he developed. The Cherokee had no written language so Sequoyah set himself the task of developing

this syllabary, similar to an alphabet, to enable his people to read and write.

The syllabary was completed in 1821, and contained 84-86 characters representing the syllables of spoken Cherokee. Your students might enjoy trying to piece together some words in Cherokee. Sequoyah published the first Cherokee newspaper, *The Phoenix*, which was published at New Echota, located in Northwest Georgia. For more on New Echota, see SS2H2a below.



D	R	T	Δ	C	I
S	P	Y	A	J	E
F	Q	U	F	G	W
W	Q	P	G	M	Q
Q	U	H	U	J	C
O	A	H	Z	U	C
J	Q	P	V	U	S
U	Q	H	T	U	S
L	W	S	T	V	S
Δ	F	L	C	U	P
G	F	Q	K	J	C
G	Q	Q	C	S	E
Q	J	Δ	h	G	B

Sequoyah represented by Vowels

Sequoyah represented by Consonants

Sequoyah represented by Syllables

Syllabary created by Sequoyah,
found at

<http://www.sequoyahmuseum.org/index.cfm/m/6>

Many people honored Sequoyah's contribution, especially by naming things after him, including parks, schools, monuments throughout the Southeast, as well as the giant sequoia trees found in California. A good map activity would be to research and track items named for Sequoyah.

Vocabulary: alphabet, syllabary, newspaper

The Cherokee Phoenix newspaper,
Public domain,

<https://commons.wikimedia.org/wiki/File%3ACherokeePhoenix-5-1828.png>

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

c. Jackie Robinson (sportsmanship and civil rights)

Jackie Robinson (1919 – 1972) was the first African American or Black player to play in major league baseball, and he did so during a time when the American South was still segregated. He won several awards throughout his ten-year career and was the first African American or Black player in the Baseball Hall of Fame. Though he faced discrimination and cruelty from fans, teammates, and crowds, he showed restraint and did not respond showing good sportsmanship. In addition of breaking down barriers in baseball, he was also a very active civil rights pioneer.

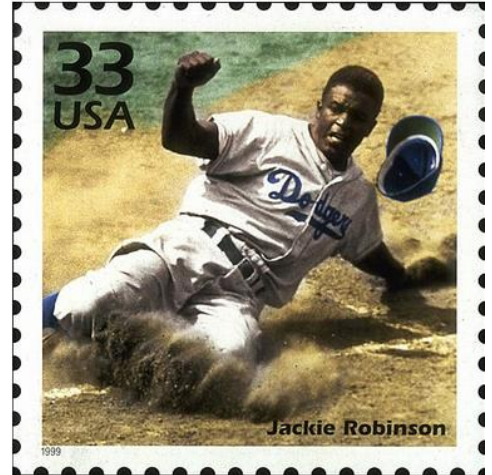
Resources:

Official Jackie Robinson website - <http://jackierobinson.com/> - the well-designed site includes biographical information on Robinson, many photos and other images (see especially the historic photo gallery on the Community tab), and information on his awards and statistics.

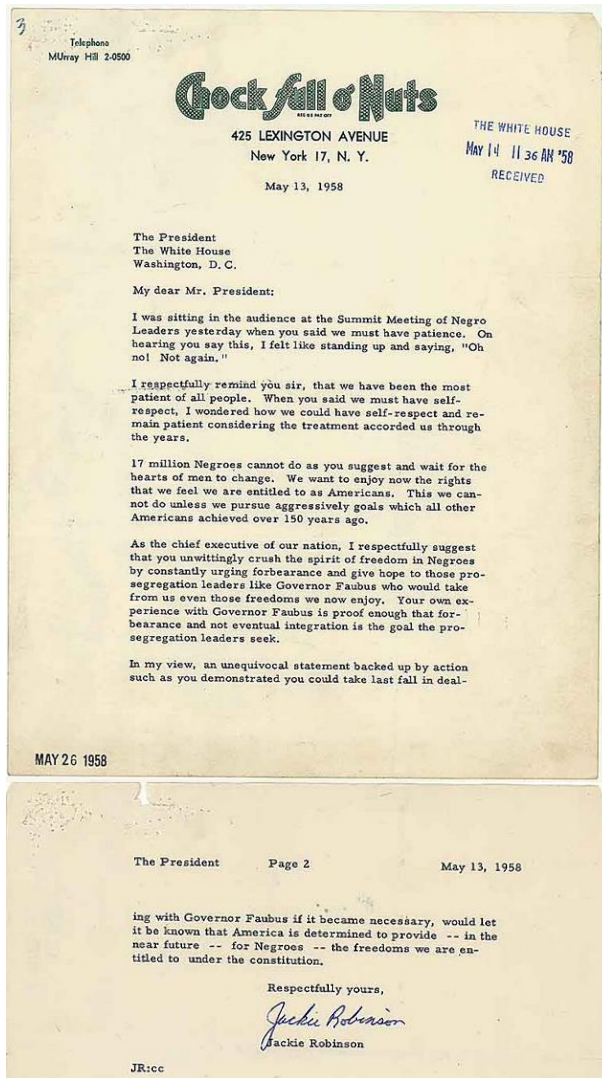
Robinson's impact on and achievements in baseball are detailed at the Baseball Hall of Fame site. See <http://baseballhall.org/hof/robinson-jackie> Includes many statistics, photos, and video clips from him and others.

This Timeline of Jackie Robinson from PBS relates the events of his life to those of the Civil Rights movement - <http://www.pbs.org/kenburns/jackie-robinson/timeline/> This would be useful for teacher background and to share selected pieces with second graders.

Another powerful Robinson timeline, highly visual, may be found at Sports Illustrated - <https://www.si.com/longform/timeline/jackie-robinson/> Note that there are ads on this page but they are relatively discreet.



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Activity idea: Read and discuss the Jackie Robinson letter to President Eisenhower

<https://www.archives.gov/exhibits/featured-documents/jackie-robinson>

The letter was written by Robinson to the president on May 13, 1958, and relates to efforts to desegregate public schools. Robinson was an executive of the Chock-full-o' Nuts coffee company in New York City. This letter is held located the National Archives, which also provides ideas for lessons using this powerful primary source.

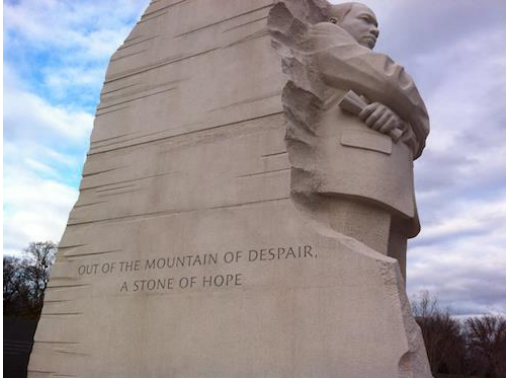
At the Chock-full-O' Nuts site, see a video of the coffee company's history and Robinson's role, and including their famous theme song.

<http://www.chockfullonuts.com/history>

Vocabulary: baseball, segregation, desegregation, civil rights, major leagues, sportsmanship, discrimination, barriers

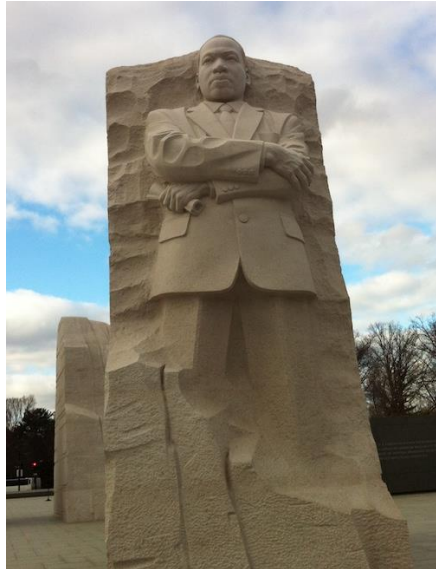
SS2H1 Describe the lives and contributions of historical figures in Georgia history.

d. Martin Luther King, Jr. (civil rights)



Martin Luther King, Jr. (Jan. 15, 1929 – April 4, 1968) - was a Baptist minister and president of the Southern Christian Leadership Conference. He was one of the most influential leaders of the modern civil rights movement who worked towards ending segregation and worked toward equality. Born in Atlanta, Georgia, pivotal events in his life occurred in Montgomery, Alabama; Washington, D.C.; and Memphis, Tennessee.

Photos of MLK birth home in Atlanta and MLK memorial taken by notes author



Although second graders may already be familiar with his most famous saying, “The I Have a Dream Speech,” many other quotes may be used to have students learn about and analyze his impact and contributions. Some include:

“Injustice anywhere is a threat to justice everywhere.” (April 16, 1963)

“Our of the mountain of despair, a stone of hope.” (August 28, 1963)

"Darkness cannot drive out darkness, only light can do that. Hate cannot drive out hate, only love can do that." (1963)

“The time is always right to do what is right.” (1965)



Significant events in Dr. King’s life include:

- His birth and childhood in Atlanta
- His college experiences at Morehouse College and his ministry at Ebenezer Baptist Church in Atlanta
- His divinity degree from Crozier Theological Seminary in Chester, Pennsylvania
- His graduate studies at Boston University; he received his doctorate in 1955
- His marriage to Coretta Scott in 1953
- He becomes pastor of Dexter Avenue Baptist Church in Montgomery, Alabama in 1954
- 1955 – 1959 He leads the Montgomery Improvement Association and their bus boycott, his home is bombed, wins the right to desegregate the buses; becomes leader of the SCLC, appears on the cover of Time magazine, and continues his civil rights work.
- 1960 – moves back to Atlanta
- 1963 – Letter from Birmingham Jail; March on Washington and the Dream speech
- 1964 – receives the Nobel Peace Prize

- 1965 – March from Selma to Montgomery
- 1968 – “I’ve been to the Mountaintop” speech, marches, assassination on April 4

Timeline information obtained from <https://kinginstitute.stanford.edu/king-resources/major-king-events-chronology-1929-1968>

Dr. King was inspired by the non-violent protest movement of Mahatma Gandhi, in India, and took his guiding principles from his philosophy. In 1964 he won the Nobel Peace Prize for his work, and in 1968 he was assassinated in Memphis, while he was there to march for better wages and working conditions for sanitation workers. In 1983 Dr. Martin Luther King, Jr.’s birthday was designated a national holiday and became a symbol for many of his standing as the face of civil rights in America. The first national holiday was observed in 1986.

Vocabulary: segregation, equality, non-violence, protest, boycott, march

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

e. Juliette Gordon Low (Girl Scouts and leadership)



Image is in the public domain.

Impressed with the new scouting movement in the United States, **Juliette Gordon Low (1860 – 1927)** - founded the Girl Scouts of the United States of America. The success of the Girl Scouts is due to the resourcefulness, and leadership of her presidency. She was also involved in the International Association of Girl Scouts.

<http://www.girlscouts.org/en/about-girl-scouts/our-history/juliette-gordon-low.html> Juliette Gordon Low information is located at this Girl Scouts organization website.

The Georgia Historical Society has an impressive collection of information about Low, located at <http://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/juliette-gordon-low/> This site is rich in primary sources related to Low. Although there is too much here and at too great depth for 2nd graders, teachers should look

through the resources and share specific items with their students, the authentic artifacts and writings from Juliette.

On the Early Girl Scouting page of the Georgia Historical Society website is a page that might particularly intrigue 2nd graders. There is an early badge and Low’s design of what she wanted for the Girl Scout trademark. This could springboard into an activity in which students could design their own new badge or trademark.

The Georgia Stories by Georgia Public Broadcasting has a segment on Low, located at http://www.gpb.org/georgiastories/stories/birth_of_the_girl_scouts - Teachers should view and then choose appropriate selections to share with their second graders.

The New Georgia Encyclopedia article on Low provides extensive information for teachers, much of which may be shared with students. <http://www.georgiaencyclopedia.org/articles/history-archaeology/juliette-gordon-low-1860-1927>

Timeline of the Girl Scouts - <http://www.girlscouts.org/en/about-girl-scouts/our-history/timeline.html>

Vocabulary: scouting, scouts, badge

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

f. Jimmy Carter (leadership and human rights)



Jimmy Carter (**October 1, 1924 - present**) served as the governor of Georgia and then became the only Georgian to be elected as President of the United States. He served as the 39th president from 1977 to 1981. After his presidency he continued to work around the world to promote peace, human rights, and democracy. He has worked on insuring fair elections around the world and has concentrated efforts to improving the health of people in developing countries. In our county, he has been heavily involved with building homes for those without them and other human/civil rights efforts. *Photo is from the National Archives, public domain* <https://catalog.archives.gov/id/558522>

He is closely identified with Plains, Georgia, although his family lived in nearby Archery (now part of Plains) throughout his childhood. The boyhood home and Plains High School have been preserved as museums and provide an intimate glimpse of the humble roots of our 39th president. The Carters' current home is in Plains too. The Jimmy Carter Center and Presidential Library and Museum are located in Atlanta. In 2002 Jimmy Carter won the Nobel Prize for Peace for his work during his post-presidency.

Resources:

Information about Jimmy Carter's boyhood and hometown: <https://jimmycarter.info>

Timeline of Jimmy Carter's life, including photos - <https://jimmycarter.info/just-for-kids/timeline/>

Background on peanuts - <https://jimmycarter.info/teaching-tools/peanuts/>

The Jimmy Carter Presidential Library and Museum – lesson plans and other primary sources related to President Carter's life and work; best for teacher background - https://www.jimmycarterlibrary.gov/education/teacher_resources

Traveling Through Time: From Plains to the White House – a set of lesson plans and resources related to Carter. (although some of these materials are outdated and aligned to the GPS rather than the GSE, there are many valuable ideas embedded within these plans) <https://jimmycarter.info/2016/04/07/traveling-through-time-from-plains-to-the-white-house/>

Vocabulary: president, human rights, leadership, elections, developing countries

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

The intent of this standard is to have students understand Creek and Cherokee cultures, as they were in the 1730's (when Georgia was founded) and as they interacted with European settlers throughout the next one hundred years, through the time of Sequoyah. Within this standard students will also compare and contrast the tribal cultures of the past with life for Georgians today.

When teaching about early and modern Creek and Cherokee, teachers should remember to teach with respect. The new GSE for social studies uses the term American Indian to explain native peoples, since

that is the current preferred term in many academic and social contexts. Most native peoples prefer, above all, to be referred to by their specific tribal name.

Other guidelines include avoiding stereotypes: All American Indians did not (and do not today) wear feather headdresses, live in tipis, and fight with cowboys on the plains. Avoid having students “dress like Indians” which may often trivialize or distort tribal practices. Teach about these tribes with some complexity. Don’t refer to all Indians as only having lived in the past; there are many Cherokee and Creek Indians living today, in Georgia and elsewhere.

Although this standard does not mention the Trail of Tears, many teachers do teach about that when addressing the Creeks and Cherokees. Avoid doing any sort of simulation on this tragic event, which both trivializes a tragedy and often fails to build any historical understanding at all.

Resources for teaching about American Indians respectfully may be found at:

<http://www.oyate.org/> - at the website you find out about resources for teaching about Native Peoples with respect. A teacher background resource.

<http://www.native-languages.org/ymca.htm> 10 Cultural Respect Guidelines for teaching about American Indians

<https://americanindiansinchildrensliterature.blogspot.com/> a blog discussing American Indians in Children’s Books. Notice the bulleted list of booklists to the right that will help teachers start a collection.

<http://www.understandingprejudice.org/teach/native.htm> - Understanding Prejudice - Teaching About Native American Issues – includes a checklist of do’s and don’ts for teaching with respect.

New Echota – see an excellent 17 minute video on the Cherokee at <http://gastateparks.org/NewEchota>



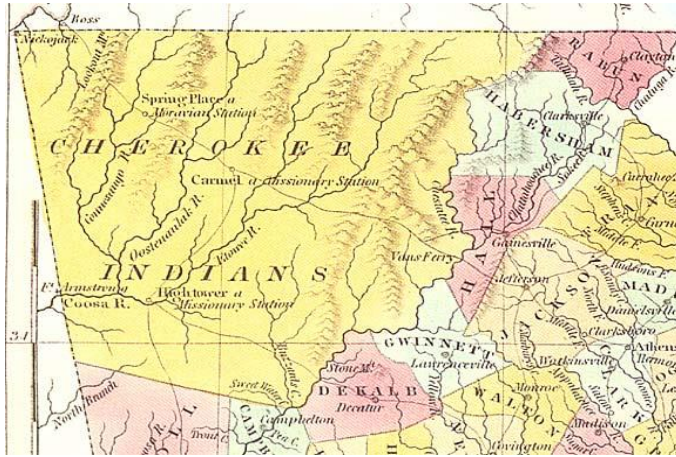
This video, appropriate for teacher background, helps to show how the Cherokee may have looked in the 18th and 19th centuries and how they lost their land over time. Includes information about 1821, when the tribe adopted the written language developed by Sequoyah, and 1826, when the first national newspaper in Cherokee, the Cherokee Phoenix, was published.

The Chief Vann House at New Echota

Vocabulary: culture, tools, clothing, “making a living”, accomplishments

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

a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.



Help your second graders to know that all of us have changed over time. None of us look like, dress, eat, or live the way that our ancestors did. While the main standard focuses on cultures of the past, element a moves to the present and compares and contrasts cultures of the past with those of Georgians today.

This 1830 map of Georgia shows the Cherokee in the far Northwest of Georgia, where they had been pushed south and west from the North Carolina and Tennessee areas. Using

maps from the era you're exploring helps you provide opportunities for children to think like historians and analyze changes on the map over time.

Retrieved from commons.wikimedia.org, [Creative Commons Attribution-Share Alike 4.0 International license](https://creativecommons.org/licenses/by-sa/4.0/).

One of the things we want to show our 2nd graders is how the Creek and Cherokee changed over time, as they adopted many of the practices of food, clothing, and shelter of the colonists who began to settle in the Georgia area.

Both European colonists and American Indians changed over time. These images capture this change as the Cherokee shifted from wattle and daub structures to log cabins to homes that looked very much like their other Georgian neighbors. Have your students do the same with the Creek and other early Georgians, so that they can see that all of us have changed over time.

The house pictured earlier in the notes is the Chief Vann House, located in Murray County, Georgia. The Vanns were forced to leave their home when Cherokees were forced from Georgia in the 1830's on the Trail of Tears. They then settled in Oklahoma, where many Cherokee still live today. There an excellent video about the Vann House and the story of the Vann family at the website on the screen. (**Note: Watch the video yourself first; there may be excerpts you would share with your students but there are also parts that may not be appropriate for 2nd graders.**)

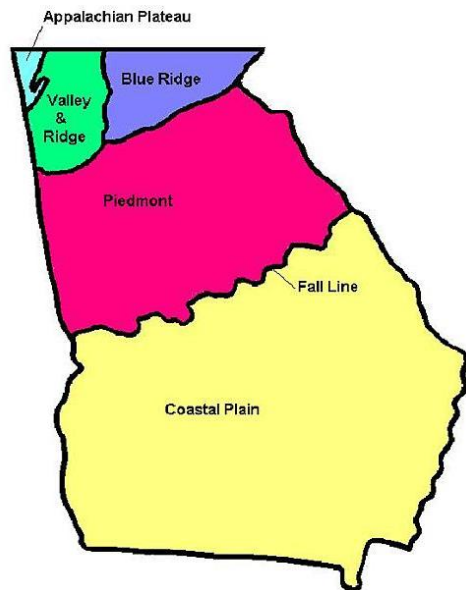
Note that we are not comparing/contrasting Creek with Cherokee cultures in the standards...in fact, they shared many similarities and lived in generally the same region. Although there are some explicit differences, they had many more things in common than they had differences.

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

The intent of this standard is to help students develop an understanding of how geography shapes the lives of those who live in our state, and those who came before us. In order to do this, we want to look beyond the cities, roads, and development of modern Georgia to the topography of Georgia. Meeting this standard will involve 2nd graders in exploring maps of Georgia.

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.



For this element, students should be able to locate the geographic regions of Georgia on a physical map and be able to describe similarities and differences between them.

Blue Ridge Mountains—lies in the northeast corner of the state and contains the state's largest mountain range, the Blue Ridge Mountains.

Piedmont—lies between the Blue Ridge mountains and the Coastal Plain. This region runs northeast to southwest and contains mountains, faults and coastline.

Coastal Plain—making up almost half of the state's surface area, the Coastal Plain begins at the fall line which runs from Augusta to Columbus and extends east to the coast. The Coastal Plain is composed of sedimentary rock layers (mud and sand deposits) and is bordered by the Piedmont region to the north.

Ridge and Valley—westernmost province of the Appalachian Mountains, bordering the Blue Ridge in the east and the Piedmont to the south. Characterized by ridges separated by valleys.

Appalachian Plateau—mountainous region located in the northwest corner of Georgia, it extends continuously from New York to Alabama.

For more information, visit <http://www.georgiaencyclopedia.org/articles/geography-environment/geographic-regions-georgia-overview>

Activity idea: As an introduction to this standard, BEFORE introducing the 5 regions listed above, have students work in groups with several Georgia maps, both a physical and a topographical map. After they have explored the state on the map and familiarized themselves with the physical features of Georgia ask them to use a blank Georgia outline map and divide the state up into 5 regions, based only on the physical features they have been exploring. They can generate their own names and descriptions for each region. Share out their regions plan. Then share with them the "official" regions map as noted above. Examine each region on this map and talk about what features may have been noted by those who decided on the 5 regions. In what ways are the regions different and how are they similar?

Vocabulary: regions, topographical map, physical map, physical features, geography

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

For this element, students should be able to locate the Savannah, Flint, and Chattahoochee rivers on a physical map. Beyond these specific rivers and where they are located, the intent of this standard is for students to recognize that rivers serve many purposes in our lives. Throughout the history of Georgia's growth and development, rivers have had and continue to have a vitally important role.



For more information, visit <http://geology.com/lakes-rivers-water/georgia.shtml>

Activity idea: Give students a map of Georgia with only the rivers marked. Tell them they are colonists coming to Georgia. If they can live anywhere in Georgia, where might they choose to settle and why. Listen for any understanding of why they might choose to live on or near a river (transportation from one place to another, food source, a way to ship out crops or goods to trade, a place a boat can reach to allow more colonists to come, a way to make a living making boats or ships, etc.)

On a map of rivers of Georgia, have students identify the town and county they live in, and then locate the rivers that are located nearest to where they live. Highlight the Savannah, Flint and Chattahoochee Rivers, spending time highlighting the major features of each of these three rivers. Ask students why these three rivers might have been included in the standards. If they had to add a river for Georgia's second graders to learn, which one would they want to include? Ask them to justify their choice. This would provide an opportunity for writing an opinion paragraph.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

The intent of this standard is for students to see that individuals exist in cultural and geographic contexts, and that these help to shape who they are and what they accomplish. This standard should be taught integrated with SS2H1 and SS2H2 and not in isolation.

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.

For this element, students should be able to identify significant locations on a physical or political map related to each historic group and figure.

James Oglethorpe—originally from England, Oglethorpe founded the Georgia Colony in Savannah. Point out England on a world map, the Atlantic Ocean, and the location of the Georgia colony. *Use maps from the colonial period for Oglethorpe, Tomochichi, and Musgrove.*

Tomochichi—chief of the Yamacraw Indians of the Savannah area. Use maps of the Georgia colony in the early 1700's to discuss the area in which the tribe lived.

Mary Musgrove—businesswoman (translator and cultural liaison to the Georgia Colony) who owned a trading post with her husband near the Savannah River and Yamacraw Bluff.

Sequoyah—creator of the Cherokee alphabet (syllabary), he was born in Tennessee, resettled in Arkansas and visited northwest Georgia to advise eastern Cherokees. *Use a map of these areas from the 1830's.*

Jackie Robinson—born in Cairo, Georgia, in 1919 he was the first black man to play major league baseball for the Brooklyn Dodgers. Locations important in his life include Cairo, GA; Los Angeles, CA; Montreal, Canada; Kansas City, KA; New York, New York; among others. Using the timeline referenced in SS2H1c, students can trace the various locations where Robinson lived and played and worked in his life.

Martin Luther King Jr.—a Baptist minister born and raised in Atlanta, Georgia, Dr. King is well known for working for civil rights notably in Alabama, and other segregation states in the South. Locations important for Dr. King include Atlanta, GA; Boston, MA; Montgomery, AL; Washington, D.C.; Memphis, TN, among others.

Juliette Gordon Low—born in Savannah and started the Girls Scouts of the United States of America (she started the first troops in Savannah). Low had homes in both England and Georgia. Her birthplace home is a museum today. <http://www.juliettegordonlowbirthplace.org/> In her girlhood she attended schools in Virginia, New Jersey, and New York City. Her family's wealth allowed them to send her to the "best" schools where her favorite subject was art. After her husband's death in 1905, she traveled to India and Egypt, and in 1911 in London, met Lord Baden Powell, who had founded the Boy Scouts. This meeting changed her life. Locate all of these geographic locations on world and U.S. maps, and talk about how her social status allowed her to travel and eventually to meet Powell and launch the campaign for which we know her today.

Jimmy Carter—born in Plains, Georgia, he became governor of Georgia and the first Georgian elected as president of the United States.

Creek—American Indian nation, their homeland stretched from present day Georgia to Alabama.

Cherokee—American Indian nation, they lived along the rivers of Georgia and the Carolinas.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.

James Oglethorpe, Tomochichi, and Mary Musgrove —founding of the Georgia colony took place in the Coastal Plains region of Georgia.

Tomochichi—chief of the Yamacraw Indians of Yamacraw Bluff, where Savannah came to be established. This location put Tomochichi in direct contact with Oglethorpe and the colonists on the ship, the Anne.

Mary Musgrove—businesswoman (translator and cultural liaison to the Georgia Colony) who owned a trading post with her husband near the Savannah River. This location put Mary Musgrove in direct contact with the Georgia colony.

Sequoyah—creator of the Cherokee alphabet (syllabary), he was born in Tennessee, resettled in Arkansas and visited northwest Georgia to advise eastern Cherokees. Because his location put him in direct contact with European colonists, he was able to learn about their writing and communication, which influenced him to create a written language for the Cherokee.

Jackie Robinson—born in Cairo, Georgia, which was segregated as were all of the Southern states. Robinson did not allow the limitations of segregation to stop him from making major accomplishments.

Martin Luther King Jr.—a Baptist minister born and raised in Atlanta, Georgia, Dr. King grew up in the segregated South, which influenced him to work towards equality and civil rights.

Juliette Gordon Low—born to an elite family in Savannah, Low was able to experience places and cultures outside Georgia when she was sent to boarding schools in Virginia and New York. These experiences along with her personality and intelligence allowed her to adapt to life in England, where she and her husband (who was English) had their primary residence. Low traveled extensively and met the founder of the Boy Scouts, which influenced her to return to Georgia in 1912 and create the Girl Scouts of the United States of America.

Jimmy Carter—born in Plains, Georgia, he ran his family's peanut business after returning from the navy. The success of his farming business led him to become involved in local and state planning which led him to a career in politics. Carter challenged segregation in his own hometown and across the state and the nation.

Creek—American Indian nation, their homeland stretched from present day Georgia to Alabama. As colonists moved west and claimed their lands, the Creek were gradually displaced. They developed treaties to retain their independence, many of which were broken by European colonists and their descendants.

Cherokee—American Indian nation, they lived along the rivers of Georgia and the Carolinas. Their location put them in direct contact with the Georgia colony, which forced them to develop treaties to retain their independence. Eventually most Cherokee were driven out of the Georgia territory and forced on the Trail of Tears to the Oklahoma territory.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.

Use the descriptions of the individual regions from SS2G1 and relate the characteristics of each region to the actions of each of the following historic figures.

James Oglethorpe, Tomochichi, and Mary Musgrove – these figures played their roles in the founding of the Georgia colony within the Coastal Plains region of Georgia.

Sequoyah—his travels into Georgia were confined to the Upper Piedmont and Valley and Ridge regions.

Jackie Robinson—born in Cairo, Georgia, located in the Coastal Plains region of Georgia.

Martin Luther King Jr.—a Baptist minister born and raised in Atlanta, Georgia, which is located in the Piedmont region of Georgia.

Juliette Gordon Low—Born in Savannah, within the Coastal Plains region of Georgia.

Jimmy Carter—born in Plains, Georgia, in the Coastal Plains region of Georgia.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

In the period during European colonization, the Creeks were settled primarily in the Coastal Plains and the eastern part of the Piedmont regions. The Cherokee, by contrast, settled mostly in the Northern Piedmont, Valley and Ridge, Blue Ridge, and Appalachian Plateau regions. Eventually, in the 1830's, many were forced west to the Oklahoma territory along the Trail of Tears.

SS2CG1 Define the concept of government and the need for rules and laws.

When people in a country agree to set up a way to protect themselves from outside forces and work together to solve social problems like education, crime, violence, and poverty they establish some form of government. Government is the way that certain people or groups are given the power to work to solve the problems and support the people within a country. One of the most important purposes of government is to establish rules and laws. People in government are paid for their services by tax monies from the citizens of a country. Different countries have different forms of government and choose their leaders and lawmakers in different ways.

Good questions to have your students think about include:

Why do we need rules and laws?

What would happen without rules and laws?

What rules and laws do we have in our classroom, our school, our town, our state, and our nation?

How are our rules and laws made?

Are there rules or laws I would recommend that we add?

Resources:

Ben's Guide to Government, apprentice level: https://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8 discusses the branches of government; how laws are made; symbols, songs & structures; the election process; historical documents; and state vs. federal government

Vocabulary: government, rules, laws

SS2CG2 Identify the following elected officials of the executive branch and where they work:

The intent of this standard is to introduce the executive branch of government as the branch in charge of enforcing the laws of the state or nation. There is an executive branch at the national level, the state level, and the city level.

SS2CG2 Identify the following elected officials of the executive branch and where they work:

a. President (leader of our nation) and Washington, D.C. – White House

At the national level, the leader of the executive branch is the President. The President lives in and manages the work of the country from the White House in Washington, D.C.

A president is elected to office every four years and has certain duties: He is commander in chief of the armed force and his branch of government is responsible for enforcing the laws. He must cooperate with the other branches, legislative and judicial, to make sure the government works for the good of the people.

National Geographic Kids – Presidential Fun Facts at
<https://kids.nationalgeographic.com/explore/history/presidential-fun-facts/>

National Portrait Gallery, Smithsonian – View & discuss portraits of all the presidents online at:
<https://americaspresidents.si.edu/>

Scholastic – interactive book on what the President does:
http://teacher.scholastic.com/commclub/president_activity1/

SS2CG2 Identify the following elected officials of the executive branch and where they work:

b. Governor (leader of our state) and Atlanta, GA – State Capitol Building

At the state level, the leader of the executive branch is the Governor. The Governor works from his or her office at the State Capitol Building in Atlanta, Georgia (the capital city of Georgia.)

Background information on governors for teachers may be found at How Stuff Works (ads are present on this site): <https://people.howstuffworks.com/government/local-politics/state-governor1.htm>

Ballotpedia also details the facts, duties, and role of a governor as well as profiling the current governor:
https://ballotpedia.org/Governor_of_Georgia

SS2CG2 Identify the following elected officials of the executive branch and where they work:

c. Mayor (leader of a city) and city hall

At the city level, the leader of the executive branch is the Mayor. The Mayor works from his or her office at the city hall of each city.

An interactive book features the mayor of one city explaining his job, at:

<https://www.scholastic.com/teachers/activities/teaching-content/meet-mayor-community-club-activity/>

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.

The intent of this standard is to develop an understanding of each of the positive citizenship traits listed, and to give examples of how the historical figures demonstrate one or more of the traits.

Activity Idea: You might post the **character traits** in our CG standard as headings in a section of the room, and then any time you are discussing a famous Georgian (or others) who demonstrate their character trait, you could add information or graphics to represent them underneath that heading. You could also recognize when your students show the character traits themselves so that they see how these traits endure across history.

Vocabulary: positive, character traits, honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, compassion

SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.

Continuing with the introduction of scarcity from first grade, students are now introduced to the concept of **opportunity costs**. Strictly speaking, opportunity cost is the value of what was given up when a decision is made. Typically, this is interpreted as the most highly valued opportunity or alternative that was given up or lost when a decision was made. If a student is told to choose between the blue pencil and the red pencil and they can only have one, if they choose the blue pencil, the red pencil represents opportunity costs. Opportunity costs are not always measured in dollar amounts. True total opportunity costs are nearly impossible to calculate. If a city decides to build a playground on a piece of land, they have now lost the opportunity to build a hospital there or a YMCA or do nothing and let the land gain value. **At this level**, students need to understand that they have to make choices, and those choices always have costs. This is why considering a decision closely is very important.

Activity: Draw two objects that you really want, one on one side of the paper and one on the other. Present these two objects as a choice or decision that must be made. Only one side of the paper can be the choice/decision...the other represents the opportunity cost (the next best option that was lost when the decision was made.) Have students talk about other decisions they have made or that the class has made and decide what the choice was and what the opportunity cost was. Keep a two column chart with decisions on the left and the opportunity cost for each on the right.

Vocabulary: scarcity, choices, opportunity costs

SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).

Without getting into the terminology, essentially this standard is getting at how different economic systems answer the 3 basic questions (What, How, For Whom) of economics. Another important concept at work here is the difference between equality of results versus equality of opportunity. The U.S. economy, for the most part, works toward getting everyone equality of opportunity to get the goods and services they want. Students should see that when goods are allocated by price, this tends to be the result. Everyone may not get what they want, but they have a chance to, unlike with most of the other methods for allocation.

Translating that for second graders, we are working with them to find out: How do we figure out who gets what? There are lots of ways that things are allocated (or given out.) Students should already know about goods and services, so that we can talk about specific goods or services being allocated.

Activity: Resource Allocation Strategies (adapted from Georgia Council on Economic Education Materials, October, 2008)

Strategy	Description	Advantage	Disadvantage	Kid Example
price	Resource goes to those who use market mechanisms such as trade, barter, or price	Great for those who have money or a job with income	Not good for those who don't have income or aren't entrepreneurs	If you have a point system in your classroom, and kids can "buy" things with their points, they know that the one with the most points can get the most things or the best things.
majority rule	Resource goes to those who win an election; voting; consensus; largest number of people are satisfied	Great for those who are popular and those who have many numbers	Not good for the unpopular; those who don't have the skills to form alliances	When you decide something by voting on it...how many want to play kickball, how many want to play soccer
contests	Resource goes to the most competitive – winner of a race or arm wrestle; survival of the fittest	Great for those who are talented and skillful	Not good for those who aren't competitive; who are unskilled	Talent contests, Reflections, Science fair, etc. are all contests with winners and losers.
force	Resource goes to the one who is strongest (physical, mental, political); most forceful	Great for those who are strong, powerful, bullish	Not good for those who are weak, small, easily intimidated	Kids all know bullying examples of when force is used to get what you want (an older sibling often is the example)

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sharing	Resource goes to multiple parties by dividing the resource	Great in that everyone gets an equal part; no one is left out	Not good in that some resources can't be divided; no party may get enough; not everyone wants some of every resource	Many examples of this in schools, right?
lottery	Resource goes to the luckiest; random; fair	Great for those who are lucky and win things; everyone has an equal chance; random winners	Not good for those who are unlucky or who "never win anything"	Those whose names I draw can have the treat, reward, activity, etc.
Authority (or command)	Resource goes where directed, ordered, told by another person	great for those who are liked by the commander or if the planner is always fair	not good if the planner isn't fair	Lots of examples of this in schools, too.
first-come, first served	Resource goes to the early bird; first in line	Great for those who are quick, willing to get ahead of the crowd	Not good for the procrastinator; those who are late in planning/preparing	Ask kids when they haven't gotten something because they were too late, or everything was gone before they got there
personal characteristics	Resource goes to the one with the greatest tenure, the longest hair, the oldest, youngest, the bluest eyes, etc.	Great for those who are able to set the personal characteristic to be awarded the resource	Not good for those unable to influence the selection of the characteristic category	Can lead to great discussions about bias and prejudice...start with simple example – everyone with brown eyes gets a treat, etc.

Activity: Introduce one resource allocation type at a time and look for examples in the classroom, school, town, and in stories and books you read together. Chart examples from everyday life and add to the list all year. As you add to your list of types of resource allocation, your charts will continue to grow. Share them with visitors and ask them if they can add more examples from their own experience.

Vocabulary: goods; services; allocated (allocation, allocate); price; majority rule; contests; force; sharing; lottery; authority; first-come, first-served; personal characteristics

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

Many secondary or Higher Ed economics teachers spend some time discussing the functions and characteristics of money. Money serves three functions: it is a medium of exchange, a unit of account, and a store of value. We don't have to use these "high school" terms to teach these concepts but the examples of each below can help you make this standard real for your second graders. Any of these can serve to prove the point that money is easier than barter.

Medium of exchange: In a barter economy, if you wanted a shirt, you would need to find someone who had a shirt to trade you and who wanted something you had. If you didn't have anything that person wanted, you couldn't get the shirt. Money serves as the medium of exchange that eliminates this problem. Since everyone uses money and will accept money for goods and services, we can conduct business more quickly.

Unit of account: This is an easy example for students to see the importance of money. Since money is divided into common amounts that rarely change, we know how much goods cost. Without money we would not know this. This can get quite silly and entertaining with students. To make your point, try to determine how many pieces of pizza would it take to buy a Barbie doll? What kind of pizza? What kind of Barbie? :^) Would it always be the same?

Store of value: Finally, money is easier than barter because it retains its value. While the value of money can change (especially during times of inflation or in the foreign exchange market) it changes in fairly predictable and measurable ways. Other items retain their value as well (paintings, stamps, houses) but would be difficult to trade for perishable items that do not retain value. For our second graders, it is enough to know that money keeps its value while when we barter the value may change every single time.

Vocabulary: money, goods, services, trade, barter

SS2E4 Describe the costs and benefits of personal saving and spending choices.

This standard does not list any specifics on purpose. Students need to realize that every decision they make concerning use of their resources – NOT JUST MONEY – has costs and benefits. The costs and benefits should be chosen by the teacher and appropriate to the class. The following chart is intended as a guide to help you get started; your student's answers will differ and be meaningful in context of their choices:

	Common Benefits	Common Costs
Spending (using resources)	<ul style="list-style-type: none"> - Happiness or joy from getting something you want or need - Using the good you purchased - Making someone else happy with a gift 	<ul style="list-style-type: none"> - The actual cost of the good - Opportunity costs, what was given up to get the good or service - Losing the ability to save
Saving (conserving resources)	<ul style="list-style-type: none"> - Ability to make a larger purchase later - Earning interest (if applicable) on money in the bank 	<ul style="list-style-type: none"> - Risk losing value if inflation occurs - Giving up happiness or joy currently

Vocabulary: costs, benefits, saving, spending, choices