

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

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

<h3 style="margin: 0;">Second Grade – Unit Three – Georgia’s First People</h3>	
Elaborated Unit Focus	<p>In this unit, students will learn about the lives of the early Cherokee and Creek. They will have a full understanding of how life in modern Georgia is similar and different from the life of the Creek and Cherokee, including location, how needs are met, and use of resources. Students will also learn the impact of Sequoyah’s accomplishments on the Cherokee Nation. Additionally, students will develop understanding of how the Creek, Cherokee, and modern Georgians all must make choices because of scarcity.</p> <p><i>Note: When teaching about the early Creek and Cherokee of Georgia, be sure to recognize that there are still Creek and Cherokee in Georgia today. Avoid making statements that suggest that these tribes and individuals no longer exist.</i></p>
Connection to Connecting Theme/Enduing Understandings	<p>Students will use the theme of scarcity to learn more about how the early Creek, Cherokee, and Georgians today incur opportunity cost. The theme of individuals, groups, and institutions will be used to understand the culture of the early Creek and Cherokee, as well as the role of Sequoyah within the Cherokee culture. Students will compare where and how the early Cherokee and Creek lived compared to Georgians today through the themes of location and time, change, and continuity. The theme of production, distribution, and consumption will help students understand the similarities and differences of the ways modern Georgians get resources compared to the ways that early Cherokee and Creek obtained resources.</p>
GSE for Social Studies	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <ul style="list-style-type: none"> b. Sequoyah (development of a Cherokee alphabet) <p>SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <ul style="list-style-type: none"> a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today. <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <ul style="list-style-type: none"> 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 early Creeks and Cherokees adapted to and were influenced by their environments. 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. d. Describe the regions in Georgia where the early Creeks and Cherokees lived and how the people used their local resources. <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>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.</p> <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>ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills: 1 (cardinal directions), 2 (intermediate directions), 4 (features found on maps), 6 (use map key/legend to acquire information) 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically), 3 (problems/solutions) 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 7 (interpret timelines), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables), 10 (analyze artifacts)</p>
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p><i>K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</i> How did Sequoyah influence the Cherokee way of life? a. Who was Sequoyah? b. How did Sequoyah show patience? c. In what ways did Sequoyah overcome challenges?</p>
<p>Enduring Understanding 2</p>	<p><i>K-5 EU: The student will understand that where people live matters.</i> How did where the early Cherokee and Creek live influence the way they lived? a. How did the Creek and Cherokee get resources that were not available where they lived? b. In what ways did the Cherokee and Creek work together to meet their basic needs? c. Where can you locate the areas the Creek and Cherokee lived on the map?</p>
<p>Enduring Understanding 3</p>	<p><i>K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</i> How are goods and services distributed? a. How was the distribution of goods and services different during Sequoyah’s lifetime? b. In what ways did bartering help the early Creek and Cherokee? c. How did bartering help the colonists?</p>
<p>Enduring Understanding 4</p>	<p><i>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</i> In what ways is our life today different from the lives of the early Cherokee and Creek? a. How have things stayed the same since the time of the early Creek and Cherokee? b. What changed for the early Cherokee and Creek when the settlers arrived in Georgia? c. What kinds of things are different in your life than what the early Creek, Cherokee, and Sequoyah might have experienced?</p>
<p>Enduring Understanding 5</p>	<p><i>K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.</i> In what ways did the early Creek and Cherokee use the natural resources to survive? a. What choices did the Creek and Cherokee people make in order to meet their needs? b. How did the Cherokee and Creek adapt to their environment? c. How did the Creek and Cherokee protect themselves?</p>

Sample Instructional Activities/Assessments

Timeline of Sequoyah’s Life

After reading about and studying about Sequoyah, students will complete the attached timeline of Sequoyah’s life.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the timeline on their own, it would be best to let them do this independently.*

1. Before getting started, give students time to orally rehearse the timeline.
2. Cut the pieces of the timeline out prior to the lesson. Allow students to manipulate the pieces before gluing. Defend your thinking. How do you know? Are you sure? Can you prove it?
3. If students are unable to order the pieces, practice retelling Sequoyah’s life. Have the students find each piece of the timeline as you are retelling his story.
4. Give students a strategy to help them order the events. For example, what do we know happened first? Last? Reason through the pieces that remain.

GSE Standards and Elements

SS2H1 Describe the lives and contributions of historical figures in Georgia history.
 b. Sequoyah (development of a Cherokee alphabet)

**Literacy Standards
 Social Studies Matrices
 Enduring Understanding(s)**

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 7 (interpret timelines)

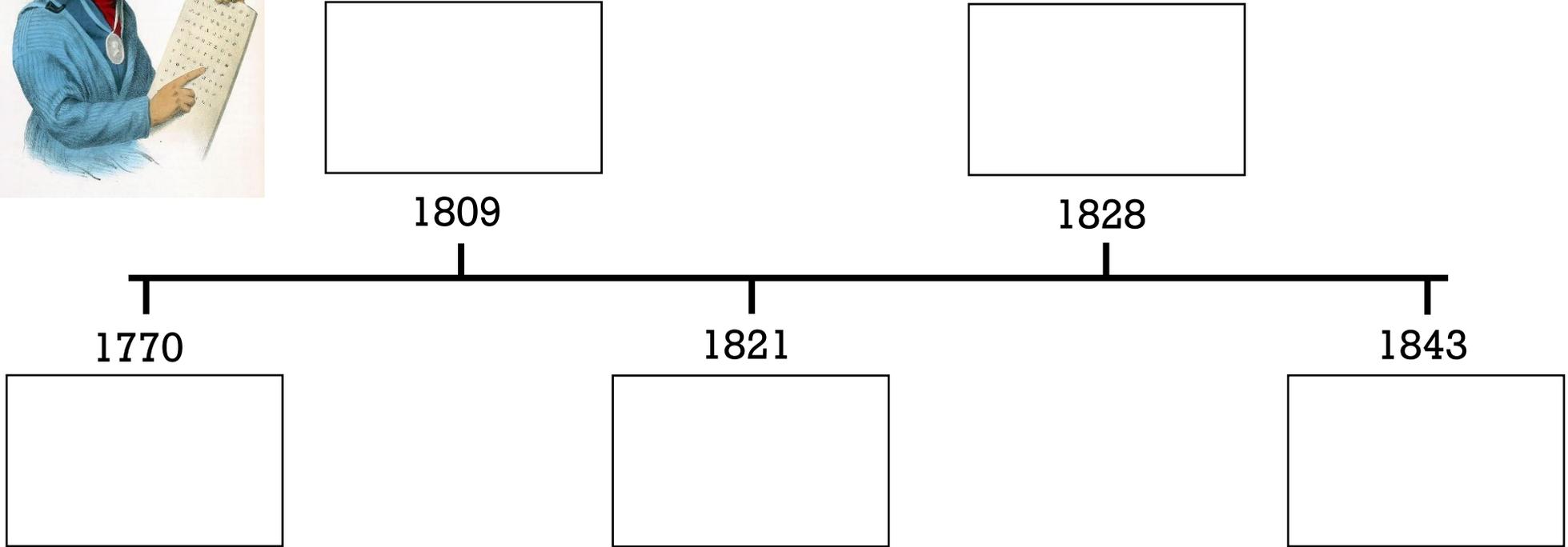
K-5 EU: The student will understand that some things will change over time, while other things will stay the same.



Timeline of Sequoyah's Life

Name: _____

Cut the events off the bottom and glue them into the correct place on the timeline.



How did Sequoyah show patience during his life? _____

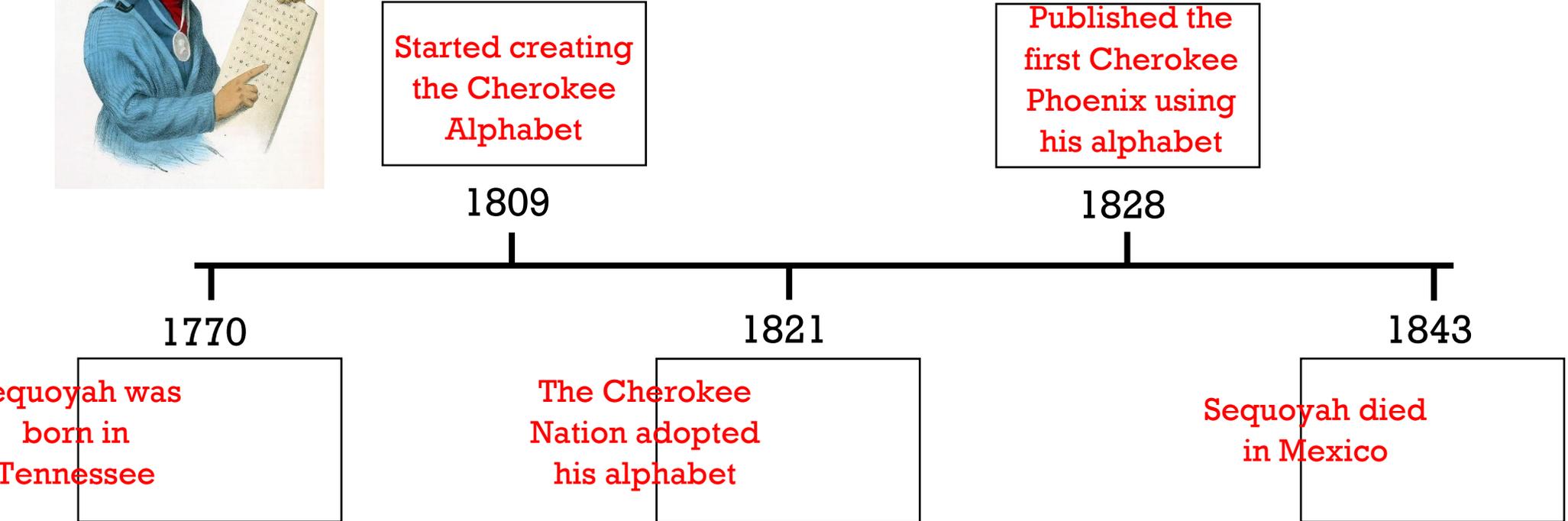
Started creating the Cherokee Alphabet	Sequoyah was born in Tennessee	Sequoyah died in Mexico	The Cherokee Nation adopted his alphabet	Published the first Cherokee Phoenix using his alphabet
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Timeline of Sequoyah's Life

Answer Key

Cut the events off the bottom and glue them into the correct place on the timeline.



How did Sequoyah show patience during his life? Sequoyah showed patience during his life because it took him twelve years to complete the Cherokee Alphabet.

Started creating the Cherokee Alphabet	Sequoyah was born in Tennessee	Sequoyah died in Mexico	The Cherokee Nation adopted his alphabet	Published the first Cherokee Phoenix using his alphabet
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Sequoyah’s Facts and Opinions

Students will sort the statements into the Fact and Opinion Columns on the provided sheet. Students could also divide a separate sheet of paper in to two sections – Facts and Opinions. Students will cut out each statement and paste it in the correct section. As an extension, have students add their own facts and opinions.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the assignment on their own, it would be best to let them do this independently.*

1. Before getting started, make sure the students have a clear understanding of facts and opinions. What do these words mean? Try practicing a few together that are NOT related to content. For example: I am a girl. Girls run faster than boys. Dogs have a tail. Dogs are better pets than cats.
2. Cut the facts and opinions out prior to the lesson. Allow students to manipulate the pieces before gluing. Defend your thinking. How do you know? Are you sure? Can you prove it?
3. Go through each statement and decide if they are fact or opinion. Model thinking aloud how you decide if the statement is a fact or an opinion. Turn the thinking over to the students as they gain confidence. Color facts one color and opinions another so that students may complete the gluing independently.

GSE Standards and Elements	SS2H1 Describe the lives and contributions of historical figures in Georgia history. b. Sequoyah (development of a Cherokee alphabet)
Literacy Standards Social Studies Matrices Enduring Understanding(s)	ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question. ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. Information Processing Skills: 4 (fact/opinion), 9 (constructs charts and tables) K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Sequoyah's Facts and Opinions

Name: _____

Cut apart each statement. Decide if the statement is a fact (proven to be true) or an opinion (what someone thinks).

Glue it in the correct section on a separate sheet of paper.

<p>Sequoyah worked for 12 years on his syllabary.</p>	<p>He was the smartest man of his time.</p>
<p>Before Sequoyah's alphabet, the Cherokee used pictures to "write".</p>	<p>In 1821, Sequoyah showed his alphabet to the Cherokee Council.</p>
<p>Sequoyah was the best Cherokee chief.</p>	<p>The symbols of the Cherokee alphabet are so pretty.</p>
<p>He did a great job creating the Cherokee Alphabet.</p>	<p>Sequoyah created 86 symbols for the Cherokee alphabet.</p>
<p>Sequoyah should have created a better way for the Cherokee to communicate.</p>	<p>He showed patience as he was completing his syllabary.</p>

Sequoyah's Facts and Opinions

Name: _____

Facts

Opinions

Sequoyah's Facts and Opinions

Answer Key

<u>Facts</u>	<u>Opinions</u>
Sequoyah worked for 12 years on his syllabary.	He was the smartest man of his time.
Before Sequoyah's alphabet, the Cherokee used pictures to "write".	The symbols of the Cherokee alphabet are so pretty.
Sequoyah created 86 symbols for the Cherokee alphabet.	Sequoyah was the best Cherokee chief.
In 1821, Sequoyah showed his alphabet to the Cherokee Council.	He did a great job creating the Cherokee Alphabet.
He showed patience as he was completing his syllabary.	Sequoyah should have created a better way for the Cherokee to communicate.

Research Organizer

The graphic organizer is designed to be used as a resource for students to organize information about the early Creek, early Cherokee, and modern Georgians. Students will add information as you are learning and researching during this unit.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the organizers on their own, it would be best to let them do this independently.*

1. This organizer will be a great resource for students to frequently revisit to remember what they have been learning. It is very important to make the document useful and not merely “complete.” Many students will need to reread it often. Students may need guidance to do this. It is crucial that they are able to read back what they have written.
2. Some students have difficulty writing in small spaces. It may be beneficial to enlarge the documents or stretch the boxes over pages giving them more room to write.
3. If writing is not developmentally appropriate, the boxes could be completed in advance and students could highlight or color the key vocabulary terms.
4. Keep the essential facts in mind. There is no need to require students to write sentences. Words, phrases, and quick sketches to trigger what they know will probably work best.

GSE Standards and Elements	<p>SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p>a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>

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<p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Map Skills: 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically), 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables), 10 (analyze artifacts)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	Early Creek Indians	Early Cherokee Indians	Georgians Today
Location & Region			
Homes			
Clothing			
Tools			
Making a Living			
Accomplishments			

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Creek and Cherokee in Georgia

Students will complete the attached map. They will color in the map of Georgia to indicate where the Creek and Cherokee lived. Students will also indicate where they live on the map.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the map on their own, it would be best to let them do this independently.*

1. The map may need to be completed with scaffolding. Model coloring and labeling one section of the map at a time (I do/you do).
2. As you are coloring/labeling be intentional about talking about what it means. Who lived in this area? What was their life like? Do they live north or south of where we live? Do they live east or west of where we live? Why did where they live matter?

GSE Standards and Elements	<p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <ol style="list-style-type: none"> 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. 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.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>Map Skills: 1 (cardinal directions), 2 (intermediate directions), 4 (features found on maps), 6 (use map key/legend to acquire information) 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences)</p> <p>K-5 EU: The student will understand that where people live matters.</p>

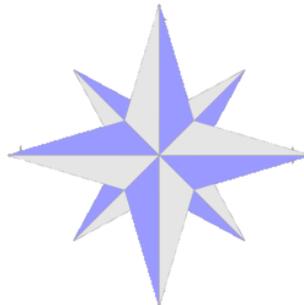
Name: _____

Creek and Cherokee in Georgia

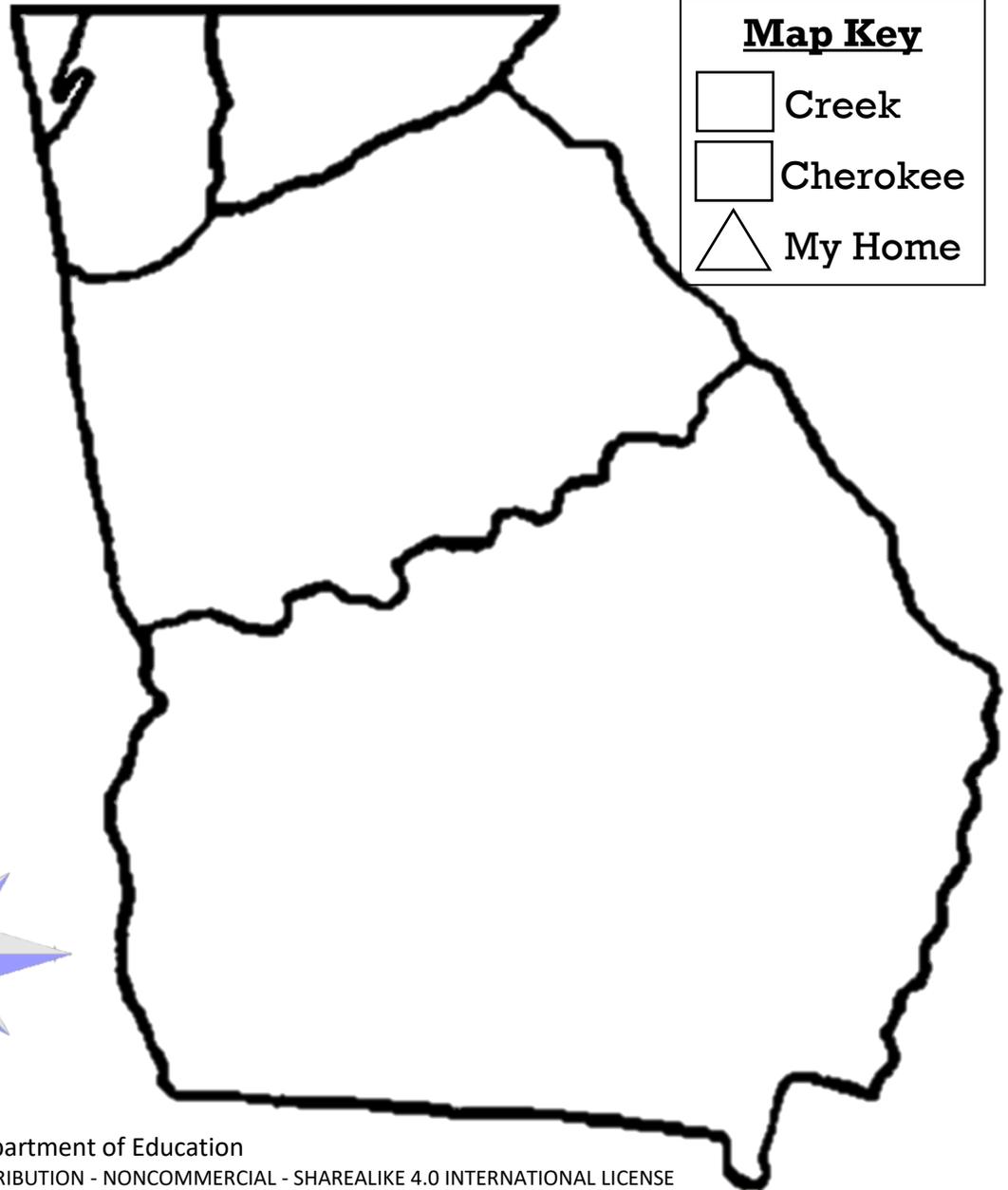
Use the map to show where the Creek and Cherokee lived in Georgia.

Complete the following steps:

1. Complete the legend/map key by choosing colors for the Creek and Cherokee.
2. Fill in the compass rose below with the cardinal and intermediate directions.
3. Color on the map to show where the Cherokee and Creek lived.
4. Draw a triangle to show where you live.
5. How is your region different from where the Creek or Cherokee lived?



Map Key	
	Creek
	Cherokee
	My Home



Name: _____

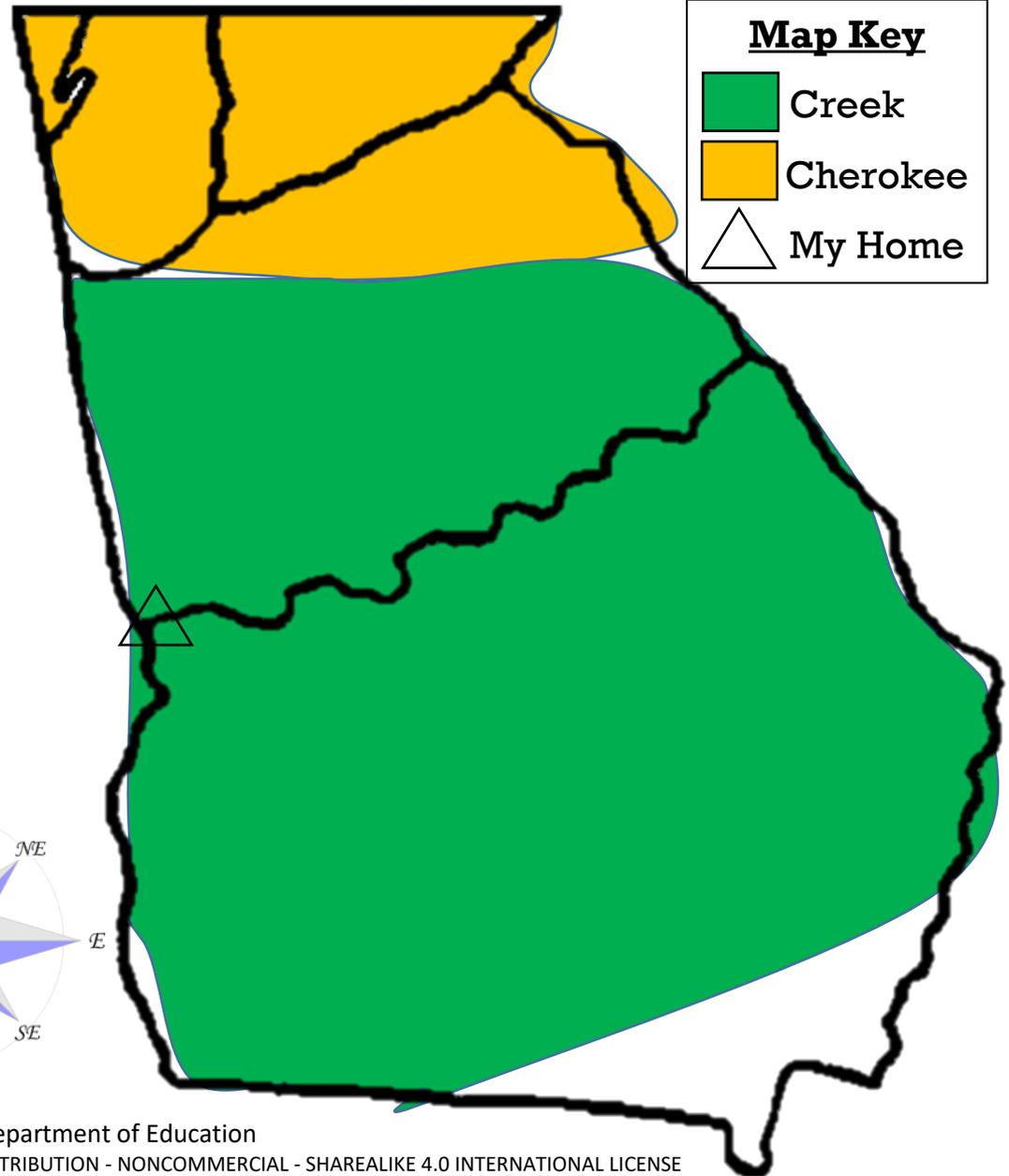
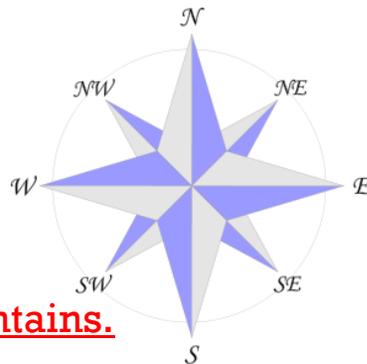
Creek and Cherokee in Georgia

Use the map to show where the Creek and Cherokee lived in Georgia.

Complete the following steps:

1. Complete the legend/map key by choosing colors for the Creek and Cherokee.
2. Fill in the compass rose below with the cardinal and intermediate directions.
3. Color on the map to show where the Cherokee and Creek lived.
4. Draw a triangle to show where you live.
5. How is your region different from where the Creek or Cherokee lived?

My region is different from
where the Cherokee lived
because we do not have mountains.



Georgia Department of Education

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Early Creek, Cherokee, and Me

Students will complete the attached activity. They will decide if the statements are describing the life of the early Creek and Cherokee or life of Georgians today.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them do this independently.*

1. The activity may need to be completed with scaffolding. Read each statement and have the students give you a thumbs up/thumbs down. Do we buy food at the grocery store?...thumbs up for yes, thumbs down for no.
2. Read through each statement giving the students a chance to respond.
3. Go back and read them again. If it's a thumbs up that means it happens today and we are going to write a T. If it's a thumbs down we are going to put a C for Creek and Cherokee from the past.
4. Read the statements as the students respond only intervening when necessary. As students are responding be intentional about having them share their thinking. How do they know their choice is correct?

GSE Standards and Elements

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.

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

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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	<p>Map Skills: 7 (use maps to explain impact of geography on historical and current events) Information Processing Skills: 1 (similarities/differences), 5 (main idea, details, sequence, cause/effect), 8 (social studies reference resources used for specific purposes), 10 (analyze artifacts) K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>
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Early Creek, Cherokee, and Me

Name: _____

Read each statement. Write a "C" beside statements that describe the life of the early Cherokee and/or Creek.
Write a "T" beside the statements that describe the life of Georgians today.

1. Food is bought at a grocery store. _____
2. Canoes are built out of hollowed logs. _____
3. Clothing is mainly bought in stores. _____
4. Rocks and bones are used to make tools. _____
5. Deer skin is used to make clothing and shoes. _____
6. Crops like beans, corn, and squash are grown and eaten. _____
7. Screwdrivers, hammers, saws, and wrenches are used as tools. _____
8. Women rule the home. They grow crops, weave baskets, and are warriors. _____
9. Describe two ways homes of today are different from Cherokee & Creek homes.



Creek, Cherokee, and Me

Answer Key

Read each statement. Write a “C” beside statements that describe the life of the Cherokee and/or Creek.

Write a “T” beside the statements that describe the life of Georgians today.

1. Food is bought at a grocery store. T
2. Canoes are built out of hollowed logs. C
3. Clothing is mainly bought in stores. T
4. Rocks and bones are used to make tools. C
5. Deer skin is used to make clothing and shoes. C
6. Crops like beans, corn, and squash are grown and eaten. C
7. Screwdrivers, hammers, saws, and wrenches are used as tools. T
8. Women rule the home. They grow crops, weave baskets, and are warriors. C
9. Describe two ways homes of today are different from Cherokee & Creek homes.



The homes of the early Creek and Cherokee were made out of mud and sticks. My house is made of brick.

Homes today have electricity and the homes of the Creek and Cherokee did not have electricity.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Scarcity and Choices

Students will complete the attached scarcity activity independently or with a partner. They will read each statement and determine if it is an example of scarcity. They will explain how they know and explain the opportunity cost.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the activity on their own, it would be best to let them do this independently.*

1. The activity may need to be completed with scaffolding. Before getting started, review what scarcity and opportunity costs mean and give examples of scarcity and opportunity costs that students could relate to.
2. Read each question with your students. Answer each question orally and give students time to rehearse their thinking. Read the statements as the students respond, only intervening when necessary. As students are responding be intentional about having them share their thinking. How do they know their choice is correct?
3. Give them time to rehearse their thinking before they begin writing.

GSE Standards and Elements

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

Literacy Standards Social Studies Matrices Enduring Understanding(s)

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
 ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
 ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 3 (problems/solutions)
 K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.

Scarcity and Choices

Name: _____

Directions: Read each statement. Explain if there is scarcity and the opportunity cost.

Susan received \$20 for her birthday. She went to buy the new movie that came out this week. When Susan arrived, the shelf was empty.

Is this an example of scarcity? Yes No

Explain how you know. _____

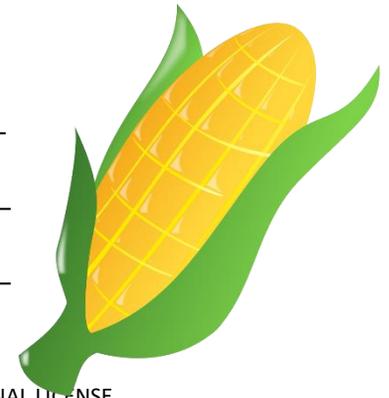
If she decides to buy a new video game instead what is her opportunity cost? _____

The Creeks planted corn, beans, and squash. After months of bad weather, the crops did not grow as much as last year.

Is this an example of scarcity? Yes No

Explain how you know. _____

Illustrate one of the situations above.



Culminating Unit Performance Task

If I were an Early Creek or Cherokee Child

Students may work independently or with a partner on this activity. Provide them with the directions and rubric listed below to guide student work and make them aware of your expectations. In addition, send home a copy of the attached rubric so students and parents know the guidelines as they work at home.

Students will travel back in time with this project. They will tell the story of an early Creek or Cherokee child by writing a narrative non-fiction piece. Students will also present a poster with more information about their lives as Cherokee or Creek children.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the assignment on their own, it would be best to let them do this independently.*

1. Using the rubric as a starting point, have students share what they know about Creek and Cherokee Indians and help them choose an Indian culture to write about. They may need to look back to their notes to be able to do this.
2. Practice orally going through the rubric to answer what they know about the culture they have chosen. Have the students read each line of the rubric and respond, intervening only when vocabulary is too tricky. Students may need help filling in missing information. If so, prompt students to look through their notes or class charts and assist them in finding the answers as independently as possible.
3. Once the students have rehearsed the rubric orally, help them decide how to best show their thinking. Are they going to write or type their responses? It might be beneficial to give them a pre-made book for the students to fill in. You could have the prompt already on each page (see examples below) or put a sticky note in each spot to show the content that should go there.
4. Some students may benefit from a graphic organizer to keep their thoughts in one place, particularly if this is an assignment they are completing at home. (See organizer below)

GSE Standards and Elements	<p>SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</p> <p style="padding-left: 20px;">a. Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.</p> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p>
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Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<ul style="list-style-type: none"> 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. 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. d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <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>ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Map Skills: 6 (use map key/legend to acquire information) 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 8 (social studies reference resources used for specific purposes), 10 (analyze artifacts)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>
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If I Were a Creek or Cherokee Child

Student Name: _____

SS2H2 Describe the Georgia 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 Georgia’s Creek and Cherokee.

Directions: You will create a narrative non-fiction story and poster about your life as a Cherokee or Creek child. Create a Cherokee or Creek name for yourself and write about your life. Include factual information from what you have learned about the lives of the Creek and Cherokee. Use the rubrics below to guide you as you write and create your poster.

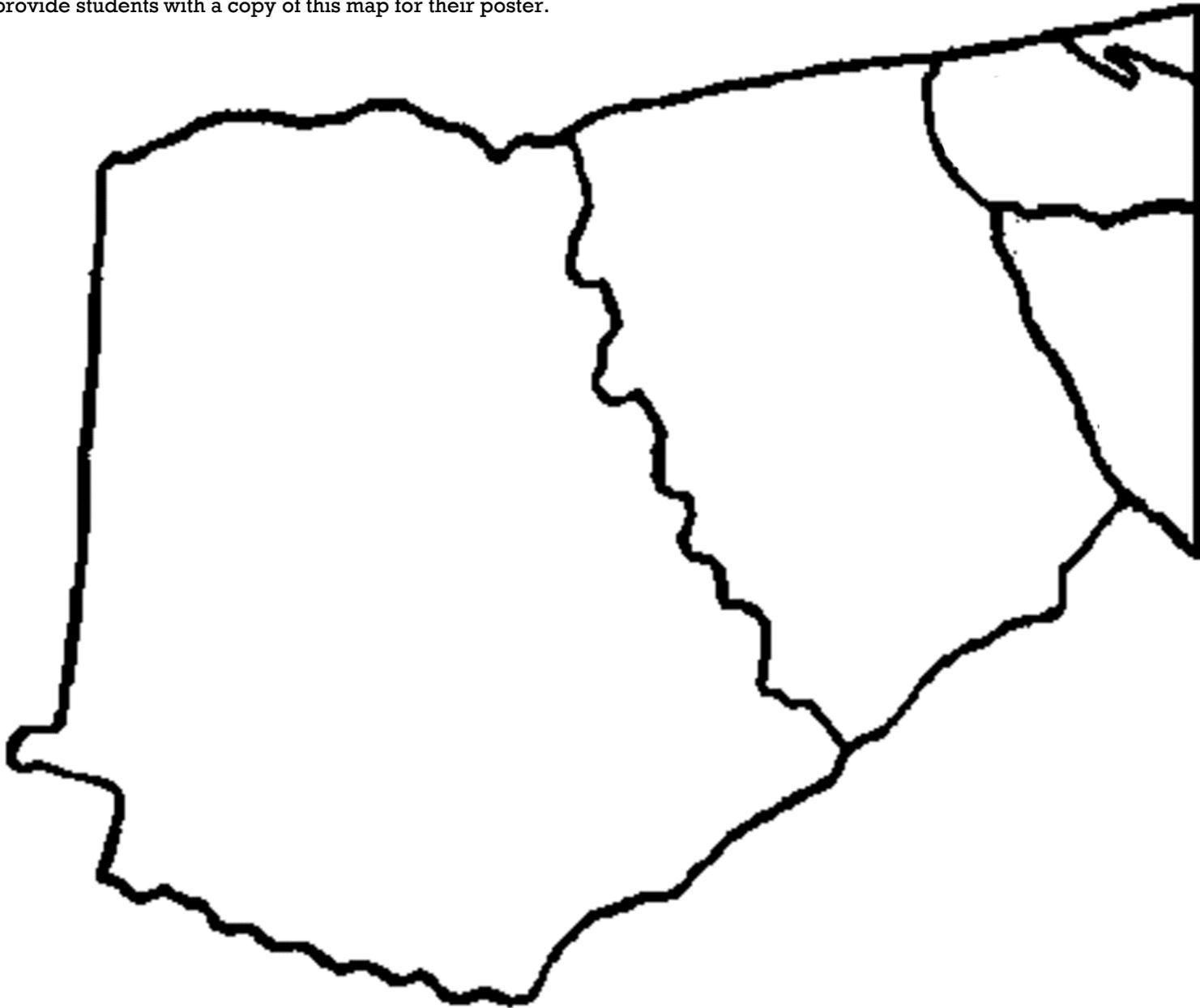


Poster Rubric	Not Yet Evident 0 points	Partially Evident 1 point	Fully Evident 2 points
Student should include the following...			
Your Creek or Cherokee name			
Location in Georgia on a map			
Picture or drawing of your home with caption to explain			
Your daily schedule			
Your parents' jobs			
Picture or drawing of your clothing with caption to explain			
Picture or drawing of food you eat with caption to explain			
Total Points (14 possible)			

Writing Rubric	Not Yet Evident 0 points	Partially Evident 1 point	Fully Evident 2 points
Student should include the following...			
Correct spelling, punctuation and grammar.			
Your Creek or Cherokee name			
Overview of your day, including meals and any chores			
Your parents' jobs			
Description of your clothing			
Description of your home			
Total Points (12 possible)			

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

You can provide students with a copy of this map for their poster.



Georgia Department of Education

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Narrative non-fiction work sample:

My name is Dancing River and I was born in the Georgia Mountains. My mother is a Creek Indian, which makes me a Creek. The white men renamed my tribe "Creek". Our real name is Muscogee.

My father is the chief of my town. He leads our town. My mother's brother is the town storyteller. My friends and I love to listen to him tell the history of our tribe. He told me about Tomochichi who help start the state of Georgia.

We live in a mud house during the winter. Our summer home has no walls so cool wind can blow in. My dad hunts wild animals with a spear made of rocks or bones. My family cooks and eats the animal meat. My mom cuts the skin off and uses it to make our clothes. She also makes our shoes, which we call moccasins. A needle made of bone is used to sew.

Each year, I go with my mom to plant vegetables. I love to eat the beans, squash, corn, and sweet potatoes that are grown.

At night, the grown-ups in my tribe teach my friends and I special Creek songs and dances. When I get older, I will teach the children these same songs and dances to keep Creek history alive.

My name is...

**This is where I live in
Georgia...**

I am from the

tribe.



This is where I live...

**This is what I do every
day...**

My parents...

**This is what my clothes
look like...**

This is what I eat...

Name and Tribe

Where I live



Where I live

My Daily Schedule

What My Parents Do

My Clothes

What I Eat