



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Grade 2 Social Studies*

<b>Theme</b>	<i>Unit 4 Georgia's First People</i>	<b>Unit duration (Days)</b>	<i>13 - 25 Days</i>
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**GA DoE Standards**

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

b. Sequoyah (development of a Cherokee alphabet)

**SS2H2 Describe the Georgia Muscogee 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 Muscogee 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 Muscogee and Cherokee in SS2H2.**

a. Identify specific locations significant to the life and times of each historic figure, and the Muscogee and Cherokee, on a political or physical map.

b. Describe how each historic figure and the early Muscogees and Cherokees adapted to and influenced by their environments.

c. Describe how the region in which these historical 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 Muscogees and Cherokees lived and how the people used their local resources.

**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**

**Information Processing Skills:**

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables

8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts

**Map and Globe Skills:**

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
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10. analyze artifacts

**Themes and Enduring Understandings:**

**Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Location:** The student will understand that where people live matters

**Production, Distribution, and Consumption:** The student will understand 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

**Time, Change, Continuity:** The student will understand that some things will change over time, while others stay the same

**Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.

**Essential Questions**

**Factual—**

Who was Sequoyah?

What did Sequoyah bring to his people?

In what region did the Muscogee and Cherokee live?

What are ways resources are distributed?

What is bartering?

What changed for the early Cherokee and Muscogee when the settlers arrived in Georgia?

**Inferential—**

How did Sequoyah influence the Cherokee way of life?

In what ways did Sequoyah overcome challenges?

How did where the early Cherokee and Muscogee live influence the way they lived?

In what ways did bartering help the early Muscogee and Cherokee?

What kinds of things are different in your life from what the early Muscogee, Cherokee, and Sequoyah might have experienced?  
What choices did the Muscogee and Cherokee people make in order to meet their needs?

**Critical Thinking-**

How did Sequoyah show patience?

Why was the environment important to the Muscogee and Cherokee tribes?

How was the distribution of goods and services different during Sequoyah's lifetime?

In what ways is our life today different from the lives of the early Cherokee and Muscogee?

How did the Cherokee and Muscogee adapt to their environment?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
similar different patience alphabet bartering trade	American Indians Muscogee Cherokee tribe environment Sequoyah wig wam wattle and daub

**Assessments**

**Summative Assessment(s):**

Georgia's First People Assessment

Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.

Standards: All unit GSE

\*Teachers can access the anticipation guides via the grade level Schoology Group.

**Theme Based Writing Task and Rubric:**

[Past or Present](#) Categorize statements as *Muscogee and Cherokee* or *Today* to demonstrate understanding of how the Muscogee and Cherokee ways of life are similar/different from ours. Students will write a response to the prompt, *Describe two ways homes of today are different from Cherokee and Muscogee homes of the past.*

**SS2H2 Describe the Georgia Muscogee 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 Muscogee 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 Muscogee and Cherokee in SS2H2.**

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

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

[If I were a Muscogee or Cherokee Child](#) Students demonstrate understanding of the culture and contribution of Georgia's Indians compared to today- This is designed to be a unit culminating task.

**SS2H2 Describe the Georgia Muscogee (Muscogee) 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 Muscogee (Muscogee) 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 Muscogee and Cherokee in SS2H2.**

a. Identify specific locations significant to the life and times of each historic figure, and the Muscogee and Cherokee, on a political or physical map.

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

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

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

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Teacher Resources</b> These resources are intended to support teachers with background information	<a href="#">Parent Information Letter</a> - Edit for School Content  Click <a href="#">here</a> for GADOE Content Video <a href="#">Teacher Notes</a> for this unit Additional unit information may be found at <a href="#">GADOE Inspire</a>  <b>Museum Box Unit.</b> This unit has Museum Boxes for the Muscogee and Cherokee Indians and Sequoyah. <b>Complete the <a href="#">Museum Box Request form</a> to reserve the Museum Box.</b>  Many items in the Muscogee and Cherokee Museum Box were donated by the Georgia Trail of Tears organization. Visit their <a href="#">Traveling Trunk Site</a> to learn more. As with all resources, teachers should preview anything used prior to teaching.	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. 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?

<p><b>SS2H2 Describe the Georgia Muscogee and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</b></p> <p>a. Compare and contrast the Georgia Muscogee and Cherokee cultures of the past to those of Georgians today.</p>	<p><a href="#">How the Muscogee and Cherokee Lived</a> Use the graphic organizer to record learning using documents included in the lesson</p> <p>This lesson can be enhanced by using the Museum Box. <a href="#">Museum Box Request form</a></p>	<p>Read the books or articles aloud or with peers. Scaffold the Alphabet activities. Use additional resources located in the resource section of the lesson guidance document.</p>
<p><b>SS2H2 Describe the Georgia Muscogee and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</b></p> <p>a. Compare and contrast the Georgia Muscogee and Cherokee cultures of the past to those of Georgians today.</p> <p><b>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Muscogee and Cherokee in SS2H2.</b></p> <p>b. Describe how each historic figure and the Muscogee and Cherokee adapted to and were influenced by their environments.</p> <p>c. Describe how the region in which these historical figures lived affected their live</p>	<p><a href="#">Fire Legends in Muscogee and Cherokee Cultures</a> Students will explore a Muscogee and Cherokee Legend and identify plot, characters, and what came to be. They may also compare the legends for similarities and differences.</p>	<p>Model comparing the two texts. Work in small reading groups to complete the task. Model comparing information or predetermine what ideas the students will compare.</p>
<p><b>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Muscogee and Cherokee in SS2H2.</b></p> <p>a. Identify specific locations significant to the life and times of each historic figure, and the Muscogee and Cherokee, on a political or physical map.</p> <p>c. Describe how the region in which students live.</p>	<p><a href="#">The Muscogee and Cherokee and Me in Georgia</a> Locate regions the Muscogee and Cherokee lived on the map in relation to where we live. Map skill practice opportunity.</p>	<p>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).</p>
<p><b>SS2H2 Describe the Georgia Muscogee and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.</b></p> <p>a. Compare and contrast the Georgia Muscogee and Cherokee cultures of the past to those of Georgians today.</p>	<p><a href="#">Sequoyah’s Greatest Accomplishment</a> A read aloud and claim/evidence activity reviews and applies characteristics of citizenship while learning about Sequoyah’s Alphabet. Included is a look at the Cherokee Alphabet, flash card video of pronunciations, and a challenge to write your name.</p>	<p>Provide sentence starters for the evidence. Analyze the animal and color documents for additional practice Identify syllabic sounds to create animals and colors (attached cards) give one to each student. The Cherokee pronunciation for the word is below the picture. Use the syllabic information sheet to locate the</p>

<p><b>S2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Muscogee and Cherokee in SS2H2.</b></p> <p>c. Describe how the region in which these historical figures lived affected their lives and compare these regions to the region in which students live.</p>		<p>spelling of the Cherokee Word using Sequoyah's alphabet. Share the Cherokee spelling with the class or small groups.</p>
<p><b>Information Processing Skill 4:</b></p> <p>distinguish between fact and opinion</p>	<p><a href="#">I Can Distinguish Between Facts and Opinions</a> Introduce or reinforce <i>distinguishing between fact and opinion</i>. Read aloud, discuss, practice sorting facts and opinions about pizza, then independently practice the skill.</p>	<p>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. Cut and paste facts and opinions into charts</p>
<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <p>b. Sequoyah (development of a Cherokee alphabet)</p>	<p><a href="#">Sequoyah Fact or Opinion</a> Apply knowledge of understanding how to distinguish between facts and opinions to information about Sequoyah's life and legacy.</p>	<p>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.</p>
<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <p>b. Sequoyah (development of a Cherokee alphabet)</p>	<p><a href="#">Timeline of Sequoyah's Life</a> Students will trace important events in Sequoyah's lifetime.</p>	<p>Before getting started, give students time to orally rehearse the timeline. 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? 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. 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.</p>

<p><b>All standards for the unit</b></p>	<p><a href="#">Cumulative Task: I Used to Think, but Now I Know</a> Students will use the I Used to Think but now I Know (Changed from Think) Visible Learning Routine. A list of questions is provided to guide their work and detailed instructions are given in the video. This task could easily be substituted as the summative assessment for some student groups.</p>	<p>Help students decide how to best show their thinking. Are they going to write or type their responses? 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.</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p> <i>The First Strawberries: a Cherokee story</i> by Joseph Bruchac  <i>The Great Ball Game of the Birds and Animals</i> by Deborah L Duvall  <i>If You Lived With the Cherokee</i> by Peter Roop and Connie Roop  <i>The Muscogee and The Cherokee</i> by Kelly Rodgers  <i>First Fire</i> by Marijo Moore.  <i>Sequoyah: The Cherokee Man Who Gave His People Writing</i> by James Rumford         </p> <p>           DE Videos  <a href="#">Sequoyah Creates the Cherokee Alphabet</a> </p>		