

## 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 Four – Georgia Becomes a Colony</h3>	
<p style="margin: 0;"><b>Elaborated Unit Focus</b></p>	<p>In this unit, students will learn how Georgia was founded. Students will learn how the cooperation and friendship between Tomochichi and James Oglethorpe were essential in order to have a successful colony. Students will also learn the importance of Mary Musgrove’s role in the founding of Georgia. They will have a full understanding of how life in modern Georgia is similar and different to the life of the settlers, including location, how needs are met, and use of resources.</p>
<p style="margin: 0;"><b>Connection to Connecting Theme/Enduring Understandings</b></p>	<p>As students begin to learn about the colonization of what is now Georgia by the English, they will use the theme of <b>individuals, groups, and institutions</b> to learn about significant individuals and groups during the colonial period. The theme of <b>location</b> will help students to understand how the geography of the colony had benefits and disadvantages for both the settlers and the Creeks. The theme of <b>production, distribution, and consumption</b> will help students to understand the basic economic motivations of the various groups in Georgia, and how the early colonial economy functioned. Finally, students will compare their lives today with the lives of Georgians in the past through the theme of <b>time, change, and continuity</b>.</p>
<p style="margin: 0;"><b>GSE for Social Studies (standards and elements)</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p><b>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</b></p> <p>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.</p> <p>d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p><b>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.</b></p> <p><b>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).</b></p> <p><b>SS2E3 Explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.</b></p>

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

<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></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>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> <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.</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><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p>Map and Globe 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), 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>

## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p>	<p><b><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></b>                  How did Georgia become a successful colony?                  a. How did James Oglethorpe, Mary Musgrove, and Tomochichi influence Georgia’s past and present?                  b. How did cooperation between colonists and the Creek help Savannah become a successful settlement?                  c. What challenges did James Oglethorpe and Tomochichi face and how did they overcome them?</p>
<p><b>Enduring Understanding 2</b></p>	<p><b><i>K-5 EU: The student will understand that where people live matters.</i></b>                  Why did James Oglethorpe come to Georgia?                  a. How were the cultures of the colonists similar and different from Creek culture?                  b. What changes did Oglethorpe and the colonists have to make in order to adapt to Georgia’s land and climate?                  c. Why was Yamacraw Bluff a good location for a settlement?</p>
<p><b>Enduring Understanding 3</b></p>	<p><b><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></b>                  How did Georgia’s colonists and the Creek get the things they wanted and needed?                  a. What skills did Tomochichi, James Oglethorpe, and Mary Musgrove have that helped make bartering and trading possible between the colonists and the Creek and Cherokee?                  b. In what ways did the barter system help both Georgia’s colonists and the Creek and Cherokee?                  c. Why do you think bartering may have worked better in the past to get goods and services than it would today?</p>
<p><b>Enduring Understanding 4</b></p>	<p><b><i>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</i></b>                  In what ways is our life today different from life during Colonial Georgia?                  a. How have things stayed the same since Georgia became a colony?                  b. What changed for the Creek when the settlers arrived in Georgia?                  c. What kinds of things are different in your life than what the Creek, Cherokee, and Sequoyah might have experienced?</p>



## Sample Instructional Activities/Assessments

### Five W's and an H

Students will analyze an image using the Five W's and an H strategy. Note: This lesson will work best as an introduction to prompt thinking and engage learning. This strategy could be repeated with all 3 historic figures in the unit. You may choose an image from district materials, the attached unit source sets, or from an online source. If students have not used this strategy, be intentional about sharing your thinking and modeling how to start questions using the prompts.

Share an image with the students. Allow students time to study the image. Have students reflect. What do you see? What do you think? Have students think on their own, share with a partner or table group, and share out to the class. Have a class discussion about the image?

Students will use two of the Five W's and an H (who, what, when, where, why, and how) to ask questions about the image. Have students record their questions in their interactive notebooks. Have students share their questions about the image. Chart their responses. Use the questions as a springboard for instruction throughout the 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 activity on their own, it would be best to let them do this independently.*

- The activity may need to be completed with scaffolding. Before getting started, practice asking questions using 5 W's and an H.
- Model your thinking as you start questions with the 5 W's and an H.
- Make sure the prompts are posted for students to refer to as they study the image.

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

<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>  a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p>
<p><b>Literacy Standards  Social Studies  Matrices  Enduring Understanding(s)</b></p>	<p>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.</p> <p>Information Processing Skills: 1 (similarities/differences), 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.</p>

## Sample Instructional Activities/Assessments

### Founding of Georgia Sort

Students will divide a separate sheet of paper in to three sections – Tomochichi, James Oglethorpe, and Mary Musgrove. Students will cut out each statement and paste it in the correct section. Ask students to support their claims with evidence from text and visual resources used to learn about them.

Before getting started, have students share what they know about Tomochichi, James Oglethorpe, and Mary Musgrove.

Provide students with the attached statements. Read the statements together. Think through a sampling of the statements and where they should be placed. Remember to have students share their thinking and support their thoughts with evidence. Have students work in groups or partnerships to sort the statements.

Remember to have students defend their thinking with the group as they sort the statements. Consider having students share their thinking with you or as a whole group before gluing the pieces in place.

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.*

- Allow students to manipulate the pieces before gluing. You might say: Defend your thinking. How do you know? Are you sure? Can you prove it?
- Go through each statement and determine whom they describe. Model thinking aloud how we decide where the statement belongs. Turn the thinking over to the students as they gain confidence. Have students color each figure’s statements a different color so that they may complete the gluing independently.

**GSE Standards and Elements**

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

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

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

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</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>Information Processing Skills: 1 (similarities/differences), 9 (constructs charts and tables)</p> <p>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.</p>
---	---

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

Students will divide a separate sheet of paper in to three sections – Tomochichi, James Oglethorpe, and Mary Musgrove. Students will cut out each statement and paste it in the correct section.

<p><b>I was an English settler.</b></p>	<p><b>I lived with the Creek and English as a child.</b></p>	<p><b>I named the new city I built Savannah.</b></p>
<p><b>I was a Creek Indian Chief.</b></p>	<p><b>My father was English and my mother Creek so I learned both languages.</b></p>	<p><b>I needed help to communicate with the English settlers.</b></p>
<p><b>The King of England gave me a charter to start the colony of Georgia.</b></p>	<p><b>I helped the English settle on my land.</b></p>	<p><b>The colonists were good neighbors to my tribe.</b></p>
<p><b>I had a trading post near Yamacraw Bluff.</b></p>	<p><b>I could not speak the Creek language.</b></p>	<p><b>I translated so the English and Creek could communicate.</b></p>



<b><u>James Oglethorpe</u></b>	<b><u>Tomochichi</u></b>	<b><u>Mary Musgrove</u></b>

**Founding of Georgia Sort Answer Key**

<b><u>James Oglethorpe</u></b>	<b><u>Tomochichi</u></b>	<b><u>Mary Musgrove</u></b>
I was an English settler.	I needed help to communicate with the English settlers.	I had a trading post near Yamacraw Bluff.
I named the new city I built Savannah.	The colonists were good neighbors to my tribe.	I lived with the Creek and English as a child.
The King of England gave me a charter to start the colony of Georgia.	I helped the English settle on my land.	My father was English and my mother Creek so I learned both languages.
I could not speak the Creek language.	I was a Creek Indian Chief.	I translated so the English and Creek could communicate.

## The Founding of Georgia

After reading about and studying Mary Musgrove, Tomochichi, and James Oglethorpe, students will complete the attached worksheet. Students will order the events of the founding of Georgia, explain how James Oglethorpe was a good leader, and explain how his/her life is different from Tomochichi's life. In the timeline activity, accept responses that students can support with evidence from their lessons. (the last three items in the list overlap in time, so the order may vary slightly.)

Have students retell what they have learned about the founding of Georgia as a whole group, in small groups, or in partnerships. After students have shared what they remember, guide students to retell what they know in chronological order. Have students defend their thinking with evidence. Work with students to create a timeline with words and illustrations in their interactive notebooks or journals.

Provide students with the attached worksheet or have students create their own timeline for the founding of Georgia. Talk about the events for the timeline together. Have students work in groups or partnerships to put the events in order. Remember to have students defend their thinking with the group as they order the events on the timeline. Consider having students share their thinking with you before they begin ordering the events.

### 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.*

- Before getting started, give students time to orally rehearse the order of events.
- Help students to defend their thinking. You may ask: How do you know? Are you sure? Can you prove it? Prompt students only as needed.
- If students are unable to order the events, practice retelling the founding of Georgia. Have the students find each piece of the order as you are retelling Georgia's 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.
- If students are creating their own timelines, consider providing students with the attached events to help guide their thinking.

### GSE Standards and Elements

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

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

**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.
- d. Describe the regions in Georgia where the Creek and Cherokee 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.**

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

<p><b>Literacy Standards</b>  <b>Social Studies</b>  <b>Matrices</b>  <b>Enduring</b>  <b>Understanding(s)</b></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>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>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</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>Information Processing Skills: 2 (organize items chronologically), 3 (problems/solutions) 5 (main idea, details, sequence, cause/effect), 8 (social studies reference resources used for specific purposes)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>
--	---

James Oglethorpe and other English settlers sailed to America.	King George gave James Oglethorpe a charter to start an English colony.	Mary Musgrove helped James Oglethorpe and Tomochichi communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.
--	---	---	---	---

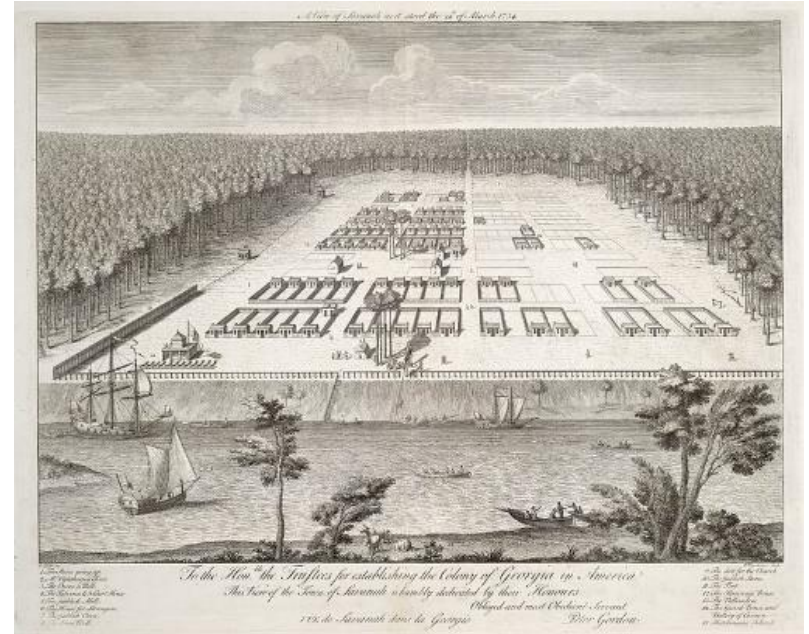
James Oglethorpe and other English settlers sailed to America.	King George gave James Oglethorpe a charter to start an English colony.	Mary Musgrove helped James Oglethorpe and Tomochichi communicate.	Tomochichi and James Oglethorpe agreed that everyone would live in peace.	James Oglethorpe wanted to settle on land that belonged to the Creek Indians.
--	---	---	---	---

# The Founding of Georgia

Name: \_\_\_\_\_

Number the events from 1-5 to show the order in which they occurred.

- \_\_\_\_\_ James Oglethorpe and other English settlers sailed to America.
- \_\_\_\_\_ King George gave James Oglethorpe a charter to start an English colony.
- \_\_\_\_\_ Mary Musgrove helped James Oglethorpe and Tomochichi communicate.
- \_\_\_\_\_ Tomochichi and James Oglethorpe agreed that everyone would live in peace.
- \_\_\_\_\_ James Oglethorpe wanted to settle on land that belonged to the Creek Indians.



How was James Oglethorpe a good leader? \_\_\_\_\_

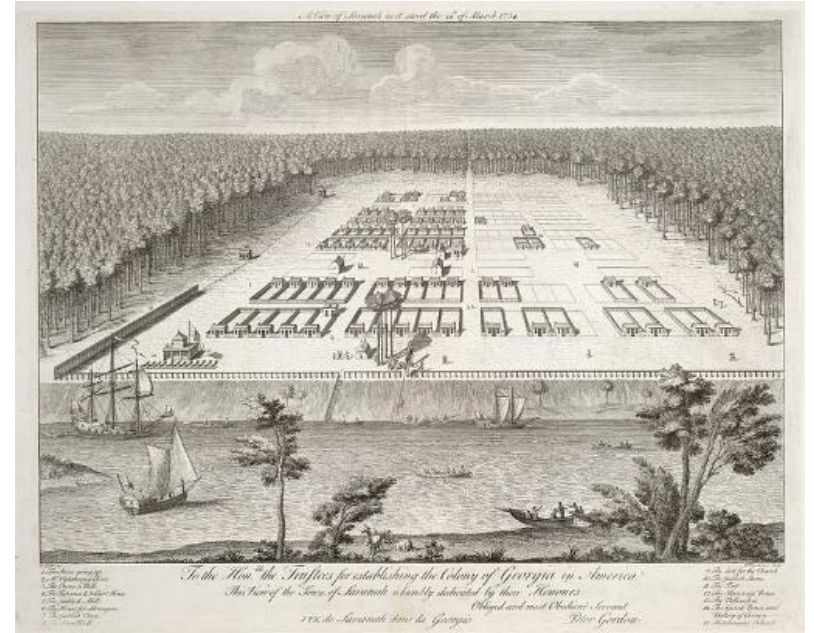
Explain how your life is different from Tomochichi's life. \_\_\_\_\_

## The Founding of Georgia

## Answer Key

Number the events from 1-5 to show the order in which they occurred.

- 2 James Oglethorpe and other English settlers sailed to America.
- 1 King George gave James Oglethorpe a charter to start an English colony.
- 4 Mary Musgrove helped James Oglethorpe and Tomochichi communicate.
- 5 Tomochichi and James Oglethorpe agreed that everyone would live in peace.
- 3 James Oglethorpe wanted to settle on land that belonged to the Creek Indians.



How was James Oglethorpe a good leader? James Oglethorpe was a good leader because he wanted peace with the Creek. He wanted everyone to get along.

Explain how your life is different from Tomochichi's life. Tomochichi used a canoe to travel down the Savannah River. I travel in a car and on an airplane.

## Create a Stamp

After reading about and studying Mary Musgrove, Tomochichi, and James Oglethorpe, students will create a stamp representing the founding of Georgia.

Before getting started, have students share what they know Tomochichi, James Oglethorpe, and Mary Musgrove and their importance in the founding of Georgia. Show students the stamp of James Oglethorpe. Give students time to reflect. What do they see? Why would they choose to create a stamp with Oglethorpe's image? Show students additional stamps and repeat the above discussion and reflection.

Have students create their own stamp to celebrate the founding of Georgia. They may choose the individual, group, or event they feel is most important to the founding of Georgia. Have the students create their share their own stamp and defend their thinking.

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.*

- Allow students time to think through what they know before getting started. Students may benefit from sharing ideas with their peers before getting started. Prompt thinking only as needed.
- Remind students to use resources from the unit: charts, their notebooks, read alouds, etc.



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

<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>  a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p>
<p><b>Literacy Standards  Social Studies  Matrices  Enduring Understanding(s)</b></p>	<p>ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.  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.  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>Information Processing Skills: 1 (similarities/differences), 4 (fact/opinion), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables)  K-5 EU: The student will understand that where people live matters.  K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>



Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

## Biography Poem

After reading about and studying Mary Musgrove, Tomochichi, and James Oglethorpe, students will complete the attached worksheet. They will write a biography poem using the provided format and example.

Before getting started, have students share what they know Tomochichi, James Oglethorpe, and Mary Musgrove.

Spend some times discussing the similarities and differences between poems and stories. Share the attached format with students. Read through the format together. As a model, choose a person the class would know: historical figure, celebrity, principal, etc. Model using the attached format as you write.

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.*

- Consider allowing students to write in groups or partnerships.
- Consider listening in as students rehearse their thoughts. Prompt student thinking only as needed.

### GSE Standards and Elements

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

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

**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.
- d. Describe the regions in Georgia where the Creek and Cherokee 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.**

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

<p><b>Literacy Standards</b> <b>Social Studies</b> <b>Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></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>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>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</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><b>Information Processing Skills:</b> 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 8 (social studies reference resources used for specific purposes)</p> <p>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.</p>
--	---

# Biography Poem

Name: \_\_\_\_\_

Choose one of the Georgians listed in the box. Then, write a biography poem using the lines below.  
Use the format and example to help you!

**Mary Musgrove**

**Tomochichi**

**James Oglethorpe**

### Format

Title (The Person's Name)

Who are they?

What did they do?

When did they do it?

Where did they do it?

How did it help others?

Name



### Your Biography Poem

---

---

---

---

---

---

---

---

---

---

### Example

Sequoyah

Cherokee Indian

Invented the Cherokee Alphabet

Early 1800's

Northwest Georgia

The Cherokee now has a form  
of written communication.

Sequoyah

# My Biography Poem!

## Answer Key

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

### Mary Musgrove

### Tomochichi

### James Oglethorpe

Mary Musgrove  
Trading Post Owner  
Translated for James  
Oglethorpe and Tomochichi  
Middle 1700's  
Yamacraw Bluff, Georgia  
She helped meet the needs of  
the settlers and the Creek.  
Mary also helped James and  
Tomochichi communicate.  
Mary Musgrove

**Student work may vary.**

Tomochichi  
Creek Indian Chief  
Helped found the city of Savannah  
Middle 1700's  
Yamacraw Bluff, Georgia  
He helped the colonist adjust to life  
in Georgia and worked to keep  
peace with them.  
Tomochichi

James Oglethorpe  
English Settler  
Founded colony of Georgia  
Middle 1700's  
Savannah, Georgia  
He started a new English  
Colony and worked to keep  
peace with the Creek Tribe.  
James Oglethorpe

## Image Analysis

After learning about Tomochichi and the Yamacraw, have students study the attached image.

Show the students the attached images. Give students time to observe image. What do you see? What do you think? What do you wonder? Have students share out their thinking. Have students record their thinking in their notebooks or record student thinking on an anchor chart. After the students have shared and recorded their thinking, explain the background information behind the painting. James Oglethorpe took Tomochichi, his nephew and members of the Yamacraw tribe to England to meet the King.

Give each student or group of students their own copy of the image. What must each of these groups have been thinking? Allow students time to think and share with their peers. Have students to write around the image what each group in the image may have been thinking. Students could show the shift in thinking by using a different color for each group of people in the image.

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.*

- Before getting started, give students time to orally rehearse their thoughts.
- Students may need specific prompting to get started. For example: I am thinking Tomochichi may have been scared. What are you thinking? How do you think the King and the nobles felt?

### GSE Standards and Elements

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

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

**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.
- d. Describe the regions in Georgia where the Creek and Cherokee 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.**

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

<p><b>Literacy Standards</b> <b>Social Studies</b> <b>Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></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>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>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>Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 7 (interpret timelines)</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



Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

11.6.2020 • Page 25 of 35

## Mary Musgrove Timeline

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

Have students retell what they have learned about Mary Musgrove as a whole group, in small groups, or in partnerships. After students have shared what they remember, guide students to retell what they know in chronological order. Have students defend their thinking with evidence.

Provide students with the attached timeline. Read the events on the timeline together. Have students work in groups or partnerships to put the events on the timeline in order. Remember to have students defend their thinking with the group as they order the events on the timeline. Consider having students share their thinking with you before gluing the pieces in place.

**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.*

- Before getting started, give students time to orally rehearse the timeline.
- 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 Mary Musgrove’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.

**GSE Standards and Elements**

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

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

**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.
- d. Describe the regions in Georgia where the Creek and Cherokee 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.**

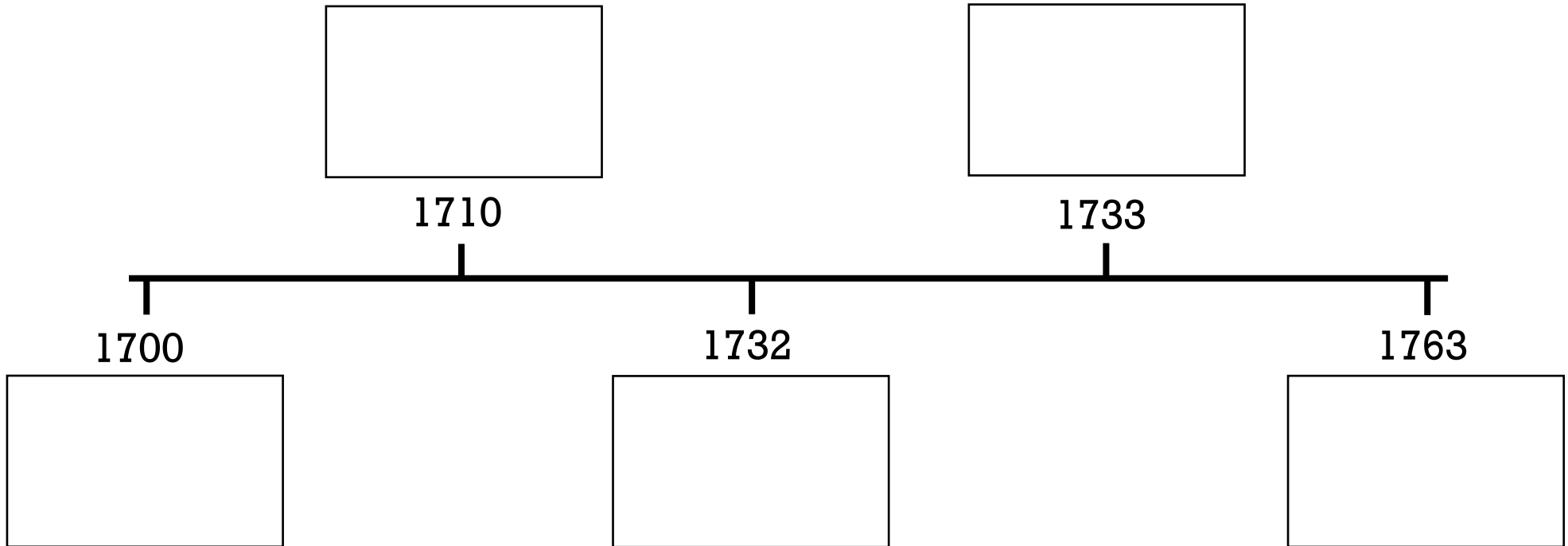
## Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b>  <b>Social Studies</b>  <b>Matrices</b>  <b>Enduring</b>  <b>Understanding(s)</b></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>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>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>Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 7 (interpret timelines)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>
--	--

# Timeline of Mary Musgrove's Life

Name: \_\_\_\_\_

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



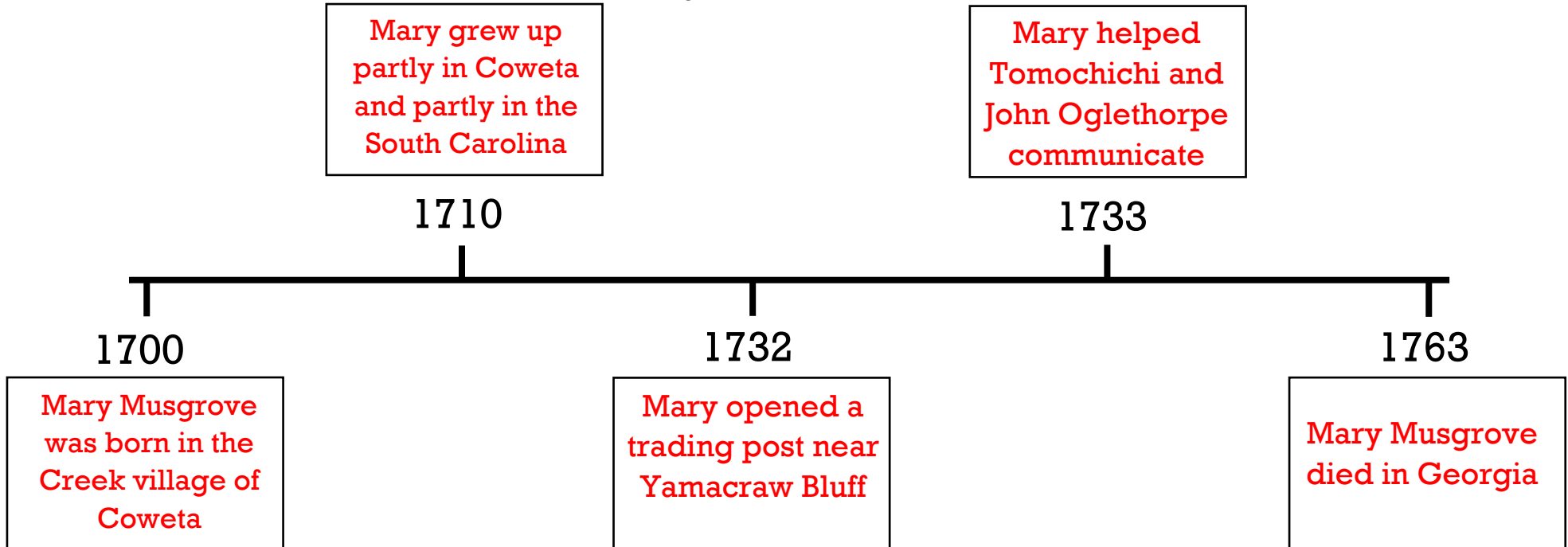
How did Mary Musgrove show that she was trustworthy? \_\_\_\_\_

Mary opened a trading post near Yamacraw Bluff	Mary Musgrove was born in the Creek village of Coweta	Mary Musgrove died in Georgia	Mary helped Tomochichi and James Oglethorpe communicate	Mary grew up partly in Coweta and partly in the South Carolina colony
--	---	-------------------------------	---	---

## Timeline of Mary Musgrove's Life

## Answer Key

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



How did Mary Musgrove show that she was trustworthy? Mary was trustworthy

because she helped the Creek and the English settlers trade and communicate.

Mary opened a trading post near Yamacraw Bluff	Mary Musgrove was born in the Creek village of Coweta	Mary Musgrove died in Georgia	Mary helped Tomochichi and James Oglethorpe communicate	Mary grew up partly in Coweta and partly in the South Carolina colony
--	---	-------------------------------	---	---

## Research Organizer

The graphic organizer is designed to be used as a resource for students to organize information about James Oglethorpe, Tomochichi, and Mary Musgrove. Students will have one graphic organizer for each figure and 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.*

- 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.
- 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.
- If writing is not developmentally appropriate, the boxes could be completed in advance and students could highlight or color the key vocabulary terms.
- Keep the essential facts in mind. There is no need to require students to write sentences. Words, phrases, and quick sketches to spark what they know will probably work best.

<b>GSE Standards and Elements</b>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p> <p><b>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</b></p> <p>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.</p> <p>d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p><b>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.</b></p>
<b>Literacy Standards Social Studies Matrices</b>	<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>

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

<b>Enduring Understanding(s)</b>	<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> <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>
----------------------------------	--

<b>Important Dates</b>	<b>Our Similarities</b>	<b>Our Differences</b>
<b>Illustration</b>		<b>Contributions</b>
	<b>Character Traits</b>	



## Culminating Unit Performance Task

### Market Day

Get creative and transform your classroom into a trading post for Market Day (you could even dress up like Mary or John Musgrove!). Students will create items or bring in their own items to trade during a Market Day. Students could work independently, in pairs, or groups. Instead of using money to get the things they want or need, students must trade with each other. A letter and permission slip should be sent home (attached) explaining Market Day. Don't forget to debrief with students on the bartering experience and how we "trade" today.

**GSE Standards and Elements**

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

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

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.

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.

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

ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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.

Dear Parents,



We have learned more about bartering and trade from the lives of the Creek and Cherokee and Mary Musgrove, who owned a Trading Post. Before money, trade and bartering was used as a way to meet the needs of the Creek, Cherokee, and the English Settlers. As a culminating activity, we will be having a “Market Day!” Students will gain a deeper understanding of how the barter system works through this experience.

Our Market Day will be held on \_\_\_\_\_. On this day, we will take a trip back in time. Our class will become an open market where students will participate in fair exchange. During Market Day, students will barter with one another to get goods and services they want or need.

To prepare for Market Day, students will create or bring in items to trade. Items could include pencils, erasers, school supplies, books, treats, games, and small toys. Items can be brought from home, purchased at a store, or created by the student. Students should consider things that others may want or need.

**The guidelines for Market Day include the following:**

- Students may bring in 1 to 3 items to trade
- Each item should be worth NO MORE than \$1.00 in value
- All items must be pre-approved by the parent AND teacher
- No electronics, food items, living things, or unsafe objects

Market Day will be both enjoyable and educational. Please help us to make this experience a success!

Thank you for your continued support and cooperation!





### **Market Day Directions for Students and Parents:**

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

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

We have read this informational letter about Market Day. We understand the rules for bringing items. We agree to bring no more than three items to trade. We understand that once an item is traded, it no longer belongs to the student who brought it, and FAIRNESS is the key to a successful bartering experience!



Student Name \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Please list the item(s) you will be trading. Remember, they must be approved by your teacher!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_