

## Sample Social Studies Learning Plan

### Big Idea/ Topic

#### American Indians & Exploration in Georgia

Connecting Theme/Enduring Understanding:

**Location:** The student will understand that location affects a society's economy, culture, and development.

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Essential Question:

How were the lives of American Indians impacted by European exploration?

### Standard Alignment

**SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, casually).

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research

**Information Processing Skills– 1 (compare similarities and differences) , 9 (construct charts and tables)**

### Instructional Design

**\*This lesson has a flexible timeline and will cross over several days.**

**This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.**

**Part 1:** Prior to beginning the lesson, establish background knowledge related to the lives of American Indian groups before European exploration by reading this article from the New Georgia Encyclopedia: <https://www.georgiaencyclopedia.org/articles/history-archaeology/mississippian-period-overview> on the Mississippian Period of Georgia's history. As students read, have them look specifically for information related to culture, food, shelter, and weapons or tools. This can be done through a graphic organizer (sample included) or if printed copies are provided, by directly annotating the text. As a collective review, create a chart to document student responses to these aspects of American Indian life. This will later be used as a basis of comparison for life prior to and following European exploration.

In a live or recorded session, read the book *Encounter* by Jane Yolen. You can do your own reading if you are live with students or select from among the following three YouTube versions:

- Read Aloud of *Encounter* by Jane Yolen: <https://www.youtube.com/watch?v=NSRvWICwIKU>
- *Encounter* by Jane Yolen: <https://www.youtube.com/watch?v=77LR0He0cu8>
- *Encounter* (Ready Read Alouds) – This includes a teacher reading aloud and thinking aloud through the illustrations: <https://www.youtube.com/watch?v=xGJ1V4i5CNs>

Have students share what they see/hear, what they know or think, and what they wonder about the relationship between the explorers and the American Indians depicted in the book. (Students could share through discussion, Google document, Padlet, interactive notebook, etc).

**\*Unplugged variation to read aloud** – see attached text from the Georgia Historical Society and use in place of the read aloud if necessary. Have students record what they see/hear, what they know or think, and what they wonder about the relationship between the explorers and the American Indians in their interactive notebooks. This could also be useful as an extra activity for some plugged students in need of review.

**Part 2:** As students have now established an understanding of American Indian life prior to European exploration through guided study/practice, now is an ideal opportunity for independent practice. This will begin with the comparison of two text excerpts and corresponding text-based questions (included below). These passages may be shared as a PDF or can be copied into a PowerPoint slide for easy viewing.

Teacher's directions to students: "Take a few moments to read the two pieces of text provided. You will recognize the first as an excerpt from the article used in our opening. You are reading to compare and contrast the information learned from the two pieces. After reading, answer the three text-based questions that accompany the reading."

When students complete this task, divide them into pairs or small groups to share. This could be done via email or breakout groups on your virtual learning platform. Ask to students to compare their responses and add information as they learn from their peers. After some time, pull the group together again to do an overall share-out with groups only sharing information not yet given by another group, until a full list has been generated.

**\*Unplugged variation to compare/contrast activity** – Provide a print copy of the text passages and corresponding questions.

**Part 3:** Conclude the lesson by asking students to determine the overall impact of European exploration based on the evidence. Students can communicate their summary via a written or brief oral statement, allowing for both plugged and unplugged options.

Teacher's directions for students: We have had the opportunity to learn about the life and culture of American Indians in Georgia before and after European contact and exploration. Your task now is to answer the essential question: How were the lives of American Indians impacted by European exploration? Think back to the



evidence you have encountered throughout this lesson and use that support your response. You have two options: You may submit a written response (NOTE: This can be done via email, online doc, or on paper if unplugged) or you may submit a brief response that you would deliver with an oral presentation (NOTE: This option would be ideal for plugged students who can upload a video from their computer or a cellular device).

## Student Learning Supports

### 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 activities on their own, it would be best to let them do this independently.

- a. Consider allowing students to complete all tasks with a partner if possible.
- b. Consider recording yourself reading the text excerpts and questions for those who may need a voice-over option.
- c. Some students may struggle to complete the organizers independently. These are a few suggestions: allow students to highlight the information, give students the organizer partially completed to lessen the amount of work, give students a “key” to copy.

### Opportunities for Extension:

- Hernando de Soto kept detailed journals of his explorations and these sources were later used to tell the story of his journey. Create a journal entry from the perspective of de Soto that outlines some of his experience. This may also be done from the perspective of an American Indian whom he has encountered.
- Create a chart that identifies the things that Spanish explorers brought with them (ex: horses, pigs, disease) and briefly explain the direct impact they had on the life and culture of American Indians.

**Unplugged Supplies:** Lesson checklist, Printed copy of article “Mississippian Period Overview,” Unplugged Variation to Read-Aloud, “Mississippian Indians Prior to European Exploration” graphic organizer, Compare and Contrast Text Sources (pg. 1-2), paper, pens/pencils.

## Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

## Engaging Families

Materials included to support unplugged learners: Lesson checklist, Printed copy of article “Mississippian Period Overview,” Unplugged Variation to Read-Aloud, “Mississippian Indians Prior to European Exploration” graphic organizer, Compare and Contrast Text Sources (pg. 1-2),

Materials not included to support unplugged learners: paper, pens/pencils



# American Indians and Exploration in Georgia Lesson Checklist

## SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

### Part 1:

- 1. Read the article from the New Georgia Encyclopedia (<https://www.georgiaencyclopedia.org/articles/history-archaeology/mississippian-period-overview>)
- 2. Complete the graphic organizer: Mississippian Indians Prior to European Exploration
- 3. Listen to the book *Encounter* by Jane Yolen by going to the YouTube video (insert selected hyperlink): OR read the text from the Georgia Historical Society and note what you see/hear, what you know or think, and what you wonder about the relationship between the explorers and the American Indians depicted in the book/text.

### Part 2:

- 4. Read the two excerpts from the New Georgia Encyclopedia and respond to the corresponding text-based questions.
- 5. Share your responses with a partner.
- 6. As a group, generate a complete list to outline the ways in which American Indian lives were impacted as a result of Spanish exploration.

### Part 3:

- 7. Answer the Essential Question: How were the lives of American Indians impacted by European exploration?
- 8. Respond to the essential question in a written paragraph or give an oral presentation either live or recorded.



## Contact with Native Americans

De Soto's initial assumptions about the Native Americans inhabiting La Florida turned out to be very wrong. He embarked on his journey believing that the indigenous peoples he encountered would be similar to the Incas he interacted with in Peru – willing to serve as reliable guides and extremely wealthy. However, the natives de Soto and his men encountered were completely different. They developed a mistrust of Spanish explorers from earlier encounters with Juan Ponce de León and Pánfilo de Narváez, rendering them unwilling or reluctant to serve as guides through the territory. They were also divided into several different and relatively small tribes and kingdoms, which was completely different from the Incas of Peru and the Mayans of Mexico. These tribes also lacked access to, or at least knowledge of, materials the Spanish considered valuable such as gold and silver.

## Native Guides

De Soto and his men faced problems with the natives early in their journey. They quickly discovered that the guides they had kidnapped to lead them along their journey before their final departure from Cuba did not know the mainland interior nearly as well as the Spanish anticipated. For example, one guide admitted he had never ventured more than ten miles in any direction from where the advanced convoy picked him up in Florida.

Throughout the expedition, they continued to struggle to find natives willing to help them find their way. The first native peoples they encountered upon landing in Florida had already made contact with the Spanish when Pánfilo de Narváez arrived there in the late 1520s. This experience, wrought with violent encounters, taught the natives to be apprehensive of Europeans.

## Violence

Native American guides often gave the entrada misleading information about the location of larger settlements in order to protect them from the conquistadors. De Soto and his men, upon finding such villages, often used violent methods to commandeer their food stores and other resources that were needed to supply their army. They were not concerned with leaving the natives whose food they consumed with enough provisions to continue feeding their own populations. Having heard of the decimation and destruction de Soto and his men caused other villages, some of the Natives American villages located along later parts of the Europeans' path were armed and ready to defend themselves once de Soto arrived. De Soto did not hesitate to respond with full force. Instances such as these resulted in several battles between de Soto's army and the natives, resulting in large losses on both sides.



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

<b>Mississippian Indians Prior to European Exploration</b>	
Time Period	
Culture	
Food	
Shelter	
Weapo ns/ Tools	
Things I found interesti ng	

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

## Compare and Contrast Text Sources (p. 1)

Mississippian Period: Overview <i>(Excerpt from the New Georgia Encyclopedia)</i>	Spanish Exploration <i>(Excerpt from the New Georgia Encyclopedia)</i>
<p><b>End of the Mississippian Era</b></p> <p>The Mississippian Period in Georgia was brought to an end by the increasing European presence in the Southeast. European diseases introduced by early explorers and colonists devastated native populations in some areas, and the desire for European goods and the trade in native slaves and, later, deerskins caused whole social groups to relocate closer to or farther from European settlements. The result was the collapse of native chiefdoms as their populations were reduced, their authority structures were destroyed by European trade, and their people scattered across the region. Many remnant populations came together to form historically known native groups such as the Creeks, Cherokees, and Seminoles.</p>	<p><b>De Soto Expedition</b></p> <p>In the spring of 1540, an army of some 600 Spanish soldiers under the command of Hernando de Soto marched north from Florida into southwestern Georgia in search of riches. The expedition crossed the Flint River near present-day Newton, visited the chiefdom of Capachequi located along Chickasawhatchee Creek, and then pushed northeast toward present-day Marshallville, where they recrossed the Flint and stopped briefly at a village called Toa. The soldiers then moved east to the Ocmulgee chiefdom of Ichisi, with its capital at the Lamar Mound site (from which the Lamar Period of Georgia prehistory gets its name) near present-day Macon and then to the Oconee River villages of Altamaha, Ocute, and Cofaqui. The expedition continued east into South Carolina, turned north to cross the Appalachian summit in western North Carolina and eastern Tennessee, and finally dropped south again into northwestern Georgia during July. The army stayed more than a month in the capital of the powerful Coosa chiefdom near present-day Calhoun and then marched south to Itaba (Etowah) near Cartersville before following the Etowah River west to Ulibahali at Rome, and subsequently downriver along the Coosa River to Apica and finally into Alabama.</p> <p>The impact of the 1539-43 Hernando de Soto expedition was enormous. Not only did surviving Spanish chroniclers offer their first and last glimpse of pristine Native American chiefdoms across the interior southeastern United States, but the accidental introduction of European plague diseases most likely resulted in massive epidemic population losses in these same regions.</p>

## Compare and Contrast Text Sources (p. 2)

<i>Text-Based Questions</i>	Your Response
In your own words, what are these two texts saying?	
What information was consistent in both excerpts?	
What specific line(s) link or validate the information within the two excerpts?	