



Marietta City Schools

District Unit Planner

Grade 2 Social Studies

Theme	Unit 5: The Georgia Colony	Unit duration (Days)	15 - 30 Days
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Ga DoE Standards

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 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 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.

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.

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

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages

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

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

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

Essential Questions

Factual—

What challenges did James Oglethorpe and Tomochichi face and how did they overcome them?

What changed for the Creek when the settlers arrived in Georgia?

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?

Inferential—

How did Georgia become a successful colony?

How did James Oglethorpe, Mary Musgrove, and Tomochichi influence Georgia's past and present?

How did cooperation between colonists and the Creek help Savannah become a successful settlement?

How were the cultures of the colonists similar and different from Creek culture?

How did Georgia's colonists and the Creek get the things they wanted and needed?
In what ways did the barter system help both Georgia's colonists and the Creek and Cherokee?

Critical Thinking-

Why was Yamacraw Bluff a good location for a settlement?
How does what people, groups, and institutions say and do help or harm others whether they mean to or not?
In what ways is our life today different from life during Colonial Georgia?
How have things stayed the same since Georgia became a colony?
What kinds of things are different in your life than what the Creek, Cherokee, and Sequoyah might have experienced?
Why do you think bartering may have worked better in the past to get goods and services than it would today?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Migrate Settle Founding Allocate Scarce Region Local	Colony Bluff Key People: James Oglethorpe, Tomochichi, and Mary Musgrove Allocation methods: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics). Creek Cherokee

Assessments

Summative Assessment(s):

The Georgia Colony 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:

[I am James Oglethorpe](#) Students will analyze historical artwork (drawing of Oglethorpe, colonists, and American Indians) and read a narrative from the perspective of James Oglethorp

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[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.

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Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter-](#) Edit for School Specific Content

[K-5 Map Collection:](#) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only) [Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

Objective or Content	Learning Experiences	Differentiation Considerations
All Unit GSE	Research Organizer Teachers may choose to use the graphic organizer throughout the unit to add information as is or as a review at the end of the unit.	Consider allowing students to collaborate to complete the organizer
SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.	Happy Birthday to Georgia Students will explore the founding of Georgia, information about the trip from England, and what the Colonists needed to accomplish when they first arrived	Allow the use of additional resources, partners, sentence starters for explanation, etc. This video clip from GPB’s Georgia Stories takes students on a field trip to experience life in Colonial Georgia

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<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p>	<p>The Founding of Georgia Sorting Activity Identify and describe the contributions of Oglethorpe, Tomochichi, and Musgrove</p>	<p>Allow students to use additional resources, classwork etc.</p>
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<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)</p>	<p>Cause and Effects</p> <p>Analyze the causes of the founding of the Georgia colony and the effects on the colonists, Indians, and environment.</p>	<p>Two versions of the Cause and Effect activity are provided: Matching for struggling students and Fill-in constructed response for others. Study causes, effects, and then the connection in separate lessons. Complete the GA worksheet in groups, guided reading, or independently. Provide story frames, intentional grouping (learning style, strengths, needs, etc.)</p>
Recommended High Quality Complex Texts		
<p><i>Georgia (America the Beautiful. Third Series)</i> by CG Prentzas</p> <p><i>The Georgia Colony</i> by Dennis Fraden</p> <p><i>The Georgia Colony (True Books: American History)</i> by Kevin Cunningham</p> <p>James Oglethorpe Biography (Ducksters)</p>		

Discovery Education Resources:

[A Royal Charter for Georgia](#) DE segment from *Making the American Colonies*

[The Colony of Georgia](#) DE Video

[DE Board Historic Figures](#)

[Engraving of Tomochichi](#)