



## Summary

### Who We Are - Native People

#### Subject

English, Social Studies,  
Music, Visual Arts

#### Year

Second Grade

#### Start date

Week 4, September

#### Duration

9 weeks

## Inquiry

### Transdisciplinary Theme



**Who we are**

### The Central Idea

Relationships influence and shape cultures.

### Lines of Inquiry

- rituals and traditions of cultural groups
- impact of the abundance and scarcity of natural resources on cultures
- impact of cultures on one another
- geographical regions and features of area
- environmental changes caused by humans

### Teacher questions

- How do natural resources and climate affect the daily life of native people?
- What things help make a culture?
- What are the similarities and differences between various cultural groups?
- How are our lives similar and different to the native people?
- How did scarcity of natural resources affect the native cultures?
- How did historical figures in the region (James Oglethorpe, Mary Musgrove, Tomochichi and Sequoyah) influence the native people?
- How did the various geographical regions and features impact the natural resources, survival and lives of the native cultures?
- How was the natural environment affected by the native people and settlers?



## Learning Goals

### Scope & Sequence

#### Social Studies

##### [CCGPS] Historical Understandings

###### Learning Outcomes

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

- Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources.
- Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today.

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

- Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

#### English

##### [IB] Visual language - viewing and presenting

###### Overall Expectations

identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

###### Conceptual Understandings

People use static and moving images to communicate ideas and information.

Visual texts can immediately gain our attention.

Viewing and talking about the images others have created helps us to understand and create our own presentations.

show empathy for the way others might feel

###### Learning Outcomes

talk about their own feelings in response to visual messages

relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm."

show their understanding that visual messages influence our behaviour

connect visual information with their own experiences to construct their own meaning, for example, when taking a trip



use body language in mime and role play to communicate ideas and feelings visually

realize that shapes, symbols and colours have meaning and include them in presentations

use a variety of implements to practise and develop handwriting and presentation skills

observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed

through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame

become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story

observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

attend to visual information showing understanding through discussion, role play, illustrations

### [CCGPS] Reading Informational

#### Learning Outcomes

##### Key Ideas and Details

ELACC2RI1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELACC2RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

##### Craft and Structure

ELACC2RI4. Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELACC2RI5. 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

ELACC2RI6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

##### Range of Reading and Level of Text Complexity

ELACC2RI10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### [CCGPS] Writing

#### Learning Outcomes

##### Text Types and Purposes

ELACC2W2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

##### Production and Distribution of Writing



ELACC2W5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

ELACC2W6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge

ELACC2W7. 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).

### [CCGPS] Speaking and Listening

#### Learning Outcomes

##### Comprehension and Collaboration

ELACC2SL1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELACC2SL1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

ELACC2SL2. Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELACC2SL3. 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.

##### Presentation of Knowledge and Ideas

ELACC2SL5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### [IB] Oral language - listening and speaking

#### Learning Outcomes

listen and respond in small or large groups for increasing periods of time

listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form

follow classroom instructions, showing understanding

obtain simple information from accessible spoken texts

ask questions to gain information and respond to inquiries directed to themselves or the class

use oral language to communicate during classroom activities, conversations and imaginative play

talk about the stories, writing, pictures and models they have created

use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).

#### Standards and benchmarks

Georgia State Standards



GSE: Fine Arts: Music (2018)

**General Music Grade 2**

Creating

ESGM2.CR.1 Improvise melodies, variations, and accompaniments.

- b. Improvise simple pentatonic melodies and accompaniments.

Performing

ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied pentatonic melodies using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, and ostinato).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- c. Perform simple melodic patterns using instruments with appropriate technique.

ESGM2.PR.3 Read and Notate music.

- b. Read simple melodic patterns within a treble clef staff.

Responding

ESGM2.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA).
- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).
- c. Identify classroom, folk, and orchestral instruments by sight and sound.

ESGM2.RE.2 Evaluate music and music performances.

- b. Refine music performances by applying personal, peer, and teacher feedback.

ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).

Connecting

ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.



- a. Describe connections between music and the other fine arts.



## Key and Related Concepts



### Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
 Causation	<b>Why is it as it is?</b> The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.	The concept of causation will be illustrated by inquiring into the relationship between the Georgia native peoples and the English settlers. We will investigate the consequences and impact of this relationship.	diversity, heritage	Social Studies, Visual Arts
 Connection	<b>How is it linked to other things?</b> The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	The concept of connection will be used to illustrate all native peoples' reliance on their natural resources, the relationship between the Georgia native people and the English settlers, and the native peoples' networks and relationships with one another and their influence on the culture.		



## Developing IB Learners



### Learner Profile



Inquirers



Thinkers



Communicators



Open-minded



Reflective

#### Description

Students will develop social skills by working together in groups to learn and understand native groups.

Students will research these groups to determine facts about the various groups.



Students will use their communication and self-management skills through working on the diorama.

Student will be open-minded and use thinking skills when they are learning about new cultures.

Students will be inquirers as they ask questions about the native groups.

Students will be reflective as they think about themselves and how they alike and different from the native groups.

Students will be communicators as they share their creative writings and dioramas.



## ATL Skills

### Approaches to Learning

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### Communication Skills

- Exchanging information - Listening, interpreting and speaking

#### Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

#### Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

#### Reading



Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

#### Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



## Action

### Student-initiated Action

Students were interested in reading more about the various historical figures and checked books out from the school library to learn more. Some students visited various Native American landmarks near our city with their families.



## Assessment & Resources

### Ongoing Assessment



[2nd\\_Grade\\_Unit\\_2\\_Artifacts.pdf](#) Nov 1, 2021

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Goal: Your goal is to show the museum visitors a display of how a group of native people lived and survived in various regions.

Role: You are a museum docent (tour guide).

Audience: The audience is a group of tourists visiting a museum in your area.

Situation: You need to show the visitors an example of how your native people lived using their natural resources. You will need





to show examples of their culture (clothing, food, tools, shelter, games, artifacts). You will be showing them these things by using a diorama display.

Product: You need to create a diorama representing a native village of indigenous people. You will fill out a fact sheet about the culture so that you can tell the tourist group informative and interesting facts. During your oral presentation, you will read your facts and show them the diorama display,

Standard:

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. SS2H1b. Describe how everyday life of Historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreations, rights, and freedoms.)

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Provocation: Idea #1- The teacher will give the students a trunk/suitcase full of items, but will not tell the students where the items came from. The items will be artifacts from the Native American culture from our area, and will come from the Atlanta History Center. (rabbit skin, arrow heads, suede clothing, tools, etc). The students will pass around the items and discuss among themselves where the items may have come from and what they would be used for. The students will then write their observations and questions on index cards for the teacher to read aloud. The teacher will look for evidence of prior knowledge and see if the students know what the items are and where they are from.

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Goal: Your goal is to show the museum visitors a display of how a group of native people lived and survived in the Creek and Cherokee regions.

Role: You are a museum docent (tour guide).

Audience: The audience is a group of tourists visiting a museum in your area.

Situation: You need to show the visitors an example of how your native people lived using their natural resources. You will need to show examples of their culture (clothing, food, tools, shelter, games, artifacts). You will be showing them these things by using an artifact replica.

Product: You need to create an artifact representing a important aspect of Creek/Cherokee life. You will fill out a fact sheet about the artifact so that you can tell the tourist group informative and interesting facts. During your oral presentation, you will read or retell your facts and show them the artifact display,

Standard:

SS2H2 The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes,



ways of making a living, and accomplishments. SS2H1b. Describe how everyday life of Historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreations, rights, and freedoms.)

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## Learning Experiences



### Designing engaging Learning Experiences

Students will be able to see and touch native peoples' artifacts from the Natural History Museum trunk: rabbit/deer skin, tools, baskets, clothing, drum, leather

Students will create word webs for all the native groups discussed.

Students will use globes and maps to discover the location of the various native groups.

Students will watch video clips illustrating various native groups.

If possible, students will participate in a field trip to the History Museum, where they are participate in a simulated "trail of tears" walk through the nearby woods.

Students will create an Artifact Museum in the classroom and invite another classroom to visit the museum.

Students may participate in a Reader's Theater/play based on a Creek/Cherokee folk tale or historical fiction.

### Music Class:

**Central Idea: Structure guides melodies.**

Key Concepts: Form, Connection, Perspective

Learner Profile: Students will develop reflective, knowledgeable, balanced attributes as they learn about melodies and the notation and structure they may have.

Learning Activities:

-Sing listen to, analyze, and/ or sing songs from different groups (including Native populations) using the pentatonic scale

-Students discuss notation system for pentatonic notes on the staff, students practice reading the notes on the pentatonic staff.



-Students discuss, observe, and play (when possible) Native instruments.

Assessment: Performance-based assessment, rubric assessment for melodic composition/exploration

#### **Art Class Instruction:**

Central Idea: Line can create both value and thoughtful design

Key Concepts: Causation, and Connection

Students will focus on IB profiles: inquirers, thinkers, communicators, open-minded, reflective:

- creating works of art that display both elements of art: line and shape, color
- refining observation skills to create a work of art
- studying different leaves and drawing through observational strategies
- Discuss how we can show line to express an idea we can't see: Ex: Wind, blowing leaves, etc.
- using Hispanic Heritage month as a theme for artwork creation. Making connections to different Hispanic countries with their culture, landscape and traditions.
- Inquire how symmetry is found in nature, and practice drawing leaves, and monarch butterflies
- planning a rough draft, and executing their final designs
- Discuss how migration of butterflies impacts our world
- Draw using "symmetrical magic trick" - Transfer design to create the symmetrical Monarch.
- Draw a pumpkin using tints and shades while defining value in an object
- Use blending techniques taught in class to create a pumpkin with oil pastels and paint

Assessment:

1. Symmetrical Monarch Butterfly using paint and sharpie
2. Observational Leaf drawing using movement through line
3. Observational Pumpkin with tints and shades

#### **Science Lab Instruction:**

Key Concepts: causation connection

- Students discover how the sun effects the earth/moon system by building and observing various models (moon flipbook, Moon collar, Sky view activity from Mystery Science, lamps, balls, Next Time You See the Moon: story, video of model)
- Students learn how native people were influenced to tell stories (myths) to explain the physical world around them.
- Students will communicate information about star:, sizes, brightness, and location and connect to how Native Americans created myths about the stars.
- Students will create and present their own "Story in the Sky" and constellation in the 2nd Planetarium.
- Students will also observe the physical world around them on a school grounds hike to gather information about the weather, plants, and animals. Students will compare and contrast with what Cherokee would have around them as they walked around their village. Students will begins to discuss the causes of the environmental changes.

**Spanish WL**



### Key Concepts: Causation, and Connection

Students will learn the names of the various groups of indigenous people of the Americas

Student will be open-minded and use thinking skills when they are learning about native groups from the Americas and other cultures.

Students will be inquirers as they ask questions and make connections about other native groups.

Students will be reflective as they think about themselves, other native groups and make connections between themselves and those groups.

### Provocations

Native peoples artifacts from Natural History Museum to stimulate discussion and inquiry - traveling trunk from history center

Field Trip to Atlanta History Center for native people presentation - Trail of Tears, artifacts, Sequoyah's life (we did not go on this field trip this year, but this could be an option)

Classroom Artifact Museum Display

Resource center in classroom with books, photos, brochures, etc about native people



## Reflections

### General Reflections

#### Looking Back



**Devon Rusert** Apr 14, 2022 at 12:01 PM

We used Studies Weekly as formative assessments throughout the unit. We gathered evidence of student's knowledge from their presentations of the artifact at the artifact museum. The students reflected through comparing their lives to the Creek and Cherokee today and in the past.

#### Looking Forward



**Devon Rusert** Apr 14, 2022 at 12:05 PM

Students were excited and engaged in researching and creating their artifacts. We can further strengthen transdisciplinary connections through our informational unit in Lucy Calkins reading and writing. This year we had the traveling trunk from the Atlanta History Center. Next year, we would like to go on a field trip to visit the Native American exhibit at the Atlanta History Center.



### Additional Subject Specific Reflections



**Devon Rusert** Apr 14, 2022 at 12:06 PM

We would like to continue our subscription to Studies Weekly.



### Stream & Resources

#### Resources



**Note** posted on Aug 15, 2019 at 9:48 AM

Field trip to Atlanta History Center - Moccasin Trail

Brainpop, Jr.

Museum websites - Native American artwork

Materials: books, videos, pictures/posters, native dolls, Native Peoples Artifact Trunk