

Superheroes of Georgia: Georgia's Great Leaders

Inside this curriculum packet you'll find several key features:

- **Curriculum Map** – Key for day-to-day plans and direction for instruction.
 - **Theme**: Weeks have been organized by leader - roughly two leaders per week.
 - **"I can"**: Student-friendly **learning** targets to focus learning.
 - Literature and Technology: A list of materials either included in the trunk or with a link provided in the map.
 - **Products**: Student-created work products using a variety of methods.
 - **Description**: Includes links that are needed and/or helpful in the unit (also provided through links in the PowerPoint) as well as weekly ideas for instruction. Organized by primary and secondary (or "If you have time") instruction.
 - **Closing Written/Oral Assessment**: Meant to be a way to assess weekly students' progress in attaining their learning goals – use in the manner that fits each child or your class – either through class instruction, written assessment, individual conferences, etc.
- **Timeline Pictures** – As you introduce each leader, add their picture to your classroom timeline. This timeline can stay up throughout the year, and as you add new events from Georgia's history, add those to your timeline.
- **Weekly PowerPoint Presentation** – Includes the introduction to most of the people and activities, as well as links and visual cues for instruction
- **Pre- and Post- Test** – Helpful in evaluating prior knowledge and assessing learning growth – includes an individual and class scoring guide
- **Extra Cumulative Performance Assessment** – This unit is written as a four-week unit. However, if you choose, you can use the trunk beyond the 4-week period to extend students' learning with a "wax museum" research, opinion writing and performance piece.

Standards Addressed:

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

- a. 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).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

2. RL. 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RL.3 Describe how characters in a story respond to major events and challenges.

2. RL. 6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2. RL. 7 Use information gained from the illustrations and words used in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RIT. 5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts and information in a text efficiently.

2. W.1 Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2.L.1 : Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

Week	Theme and “I Can”	Literature/Tech.	Products	Description
Week 1	<p>James Oglethorpe and Tomochichi</p> <p><u>I can explain some of the obstacles both the Native Americans and Georgians overcame when colonists came to settle in Savannah.</u></p> <p><u>I can explain the importance of James Oglethorpe and Tomochichi’s teamwork in the founding of Georgia.</u></p>	<p><i>Video: Daily Life in Georgia</i></p> <p><i>Photo: Settling in Savannah</i></p> <p><i>Video: Georgia Colony Founded</i></p> <p><i>Video: Tomochichi</i></p> <p><i>Photo: James Oglethorpe</i></p> <p><i>Photo: Settling in Savannah</i></p> <p><i>Video: James Oglethorpe died</i></p>	<p>Activate Schema: Georgia Superheroes</p> <p>Written Product: Packing List (leveled)</p> <p>Descriptive Writing: Founding of Georgia (using painting)</p> <p>Written and/or Performance: James Oglethorpe and Tomochichi meeting</p> <p>Written: Personal Seal</p>	<p>http://www.gpb.org/georgiastories/stories/daily_life_in_georgia</p> <p>http://www.georgiahistory.com/containers/237 – James Oglethorpe</p> <p>http://www.georgiahistory.com/assets/0000/0001/peter_gordonmap.JPG – <i>Settling in Savannah</i></p> <p>http://www.todayingeorgiahistory.org/content/tomochichi</p> <p>http://www.todayingeorgiahistory.org/content/georgia-colony-founded</p> <p>http://www.todayingeorgiahistory.org/content/james-oglethorpe-died</p> <p>http://www.sos.ga.gov/archives/state_symbols/state_seal.html</p> <ul style="list-style-type: none"> - Activate schema with kids filling in their picture charts of who they think Georgia’s superheroes are. - Ask them to travel back in time to a time when Georgia was first founded. - Watch the video about daily life in Georgia. - Explain you’ll be learning about two of the founders of Georgia – introduce Tomochichi and James Oglethorpe. - Watch the videos of Tomochichi and the founding of Georgia. - Create a double-bubble anchor chart to describe in black, the things Tomochichi and James Oglethorpe did and the in blue, their character traits. - Working in partners, allow students to create a scenario where they write about and then act out a conversation between Tomochichi and James Oglethorpe (might need to practice whole-group first). <p><u>If you have time:</u></p> <ul style="list-style-type: none"> - Show students the picture of Savannah being planned. Ask students to describe what they see, and then imagine they have come over on the ship. Use descriptive writing to explain what you see, hear, feel, think, etc. (leveled organizers attached) OR Have them make themselves a packing list for colonial Georgia. - Have partners use the shadow puppet theater to present their skits of James and Tomochichi. - Show the seal of GA and describe it’s meaning – have students write a summary of its meaning, and then create their own.
	<p>Week 1 Closing Written/Oral Assessment: How might Georgia’s founding have been different without Tomochichi? How did Oglethorpe’s planning help Georgia to thrive?</p>	<p><i>Level 1: Not Meeting Expectations</i></p> <p>Is unable to give opinion or fails to support it with any details/reasons.</p>	<p><i>Level 2: Inconsistently Meeting Expectations</i></p> <p>Give opinion but supports it with only one reason or several weak/inaccurate reasons.</p>	<p><i>Level 3: Meeting Expectations</i></p> <p>Gives opinion and offers several detailed and accurate reasons for answer.</p>

Week	Theme and “I Can”	Literature/Tech.	Products	Description
Week 2	<p>Mary Musgrove and Sequoyah</p> <p><u>I can evaluate Sequoyah’s creation of a Cherokee alphabet.</u></p> <p><u>I can describe Mary Musgrove’s trading post and compare it to a modern-day marketplace</u></p>	<p><i>Sequoyah: Inventor of the Cherokee Alphabet</i></p> <p><i>Sequoyah: The Cherokee Man Who Gave His People Writing</i></p> <p><i>Video: Mary Musgrove</i></p> <p><i>Video: Sequoyah</i></p> <p><i>Video:</i></p>	<p>Written Article: We Have an Alphabet!</p> <p>Performance: Modern and Past Market</p> <p>Written/Art Product: Comparison of colonial and modern trading</p>	<p>http://www.gpb.org/georgiastories/stories/mary_musgrove http://www.gpb.org/georgiastories/stories/Sequoyah http://www.georgiahistory.com/containers/887</p> <ul style="list-style-type: none"> - Introduce two more important superheroes – Sequoyah and Mary Musgrove. - Watch video of Mary Musgrove - Create an anchor chart of the things Mary might have traded (corn, cotton, beans, etc.), and things we trade today (money, materials, etc.). - Watch video of Sequoyah, and read the Sequoyah books. - Create class anchor chart of Sequoyah’s important achievements. - Have students partner up and “interview” Sequoyah and Mary Musgrove with the interviewer being the person behind the shadow puppet. <p><u>If you have time:</u></p> <ul style="list-style-type: none"> - Have students bring in things they want to “trade” and provide them with both money for the “modern” marketplace and items for the Mary Musgrove trading post. Have them imagine a scenario and draw a picture/descriptive sentence (leveled organizers attached) about each of the trades in the two different times. - Have kids act out the scene between the Cherokee Council, Sequoyah and his daughter to understand how revolutionary this was for the Cherokee. - Have student imagine they were Cherokee and write a newsflash article explaining they have an alphabet and can write down information! Within the article have them explain how important this was for the Cherokee people.
	<p>Closing Written/Oral Assessment: How did Mary Musgrove work to help both the settlers and the Native Americans? How did Sequoyah help the Cherokee traditions to survive?</p>	<p><i>Level 1: Not Meeting Expectations</i></p> <p>Is unable to give opinion or fails to support it with any details/reasons.</p>	<p><i>Level 2: Inconsistently Meeting Expectations</i></p> <p>Give opinion but supports it with only one reason or several weak/inaccurate reasons.</p>	<p><i>Level 3: Meeting Expectations</i></p> <p>Gives opinion and offers several detailed and accurate reasons for answer.</p>

Week	Theme and "I Can"	Literature/Tech.	Products	Description		
Week 3	<p>Jackie Robinson and Martin Luther King, Jr.</p> <p><u>I can describe Jackie Robinson's and Martin Luther King's lives from their point of view.</u></p>	<p><i>Who Was Jackie Robinson?</i></p> <p><i>Time for Kids: Jackie Robinson</i></p> <p><i>We Are the Ship: The Story of the Negro – League</i></p> <p><i>Baseball Teammates</i></p> <p><i>My Brother Martin</i></p>	<p>Written Product: Gallery Walk of civil rights pictures</p> <p>Written Product: Research on Jackie Robinson (leveled)</p>	<p>http://www.georgiahistory.com/containers/715 – Jackie Robinson site</p> <p>http://www.nps.gov/malu/photosmultimedia/virtualtour.htm</p> <p>http://www.c-spanvideo.org/program/165938-1</p> <ul style="list-style-type: none"> - Begin with a gallery walk of civil rights pictures to activate schema. - Create a class question chart about Jackie Robinson. - Read: <u>We Are the Ship: The Story of the Negro League</u> as class read-aloud, adding facts and answering questions about Jackie to your class chart as you read. - Practice using non-fiction text features, and skimming to answer class questions about Jackie on the research organizer – using leveled books in the kit as resources. - Come back together and share facts about Jackie. - Introduce Martin Luther King, Jr. - Read <u>My Brother, Martin</u> and take a virtual tour of MLK's childhood home. - Complete the Venn diagram as a class to compare Martin and Jackie's childhoods to the students' own experience. <p><u>If you have time:</u></p> <ul style="list-style-type: none"> - Use an essay format / main idea and details format to help students organize their research into an essay on Jackie Robinson. - Watch Christine King Faris read <u>My Brother, Martin</u> and discuss the book. 		
	<p>Closing Written/Oral Assessment: What was different about the way Martin Luther King, Jr. and Jackie Robinson grew up, as compared to your life? What were their challenges and how did they overcome their challenges?</p>			<p><i>Level 1: Not Meeting Expectations</i></p> <p>Is unable to give opinion or fails to support it with any details/reasons.</p>	<p><i>Level 2: Inconsistently Meeting Expectations</i></p> <p>Give opinion but supports it with only one reason or several weak/inaccurate reasons.</p>	<p><i>Level 3: Meeting Expectations</i></p> <p>Gives opinion and offers several detailed and accurate reasons for answer.</p>

Week 4

Martin Luther King, Jr.
Jimmy Carter

I can explain the importance of Martin Luther King, Jr.'s actions on our lives today.

I can select Jimmy Carter's most compassionate actions and describe their impact.

Who Was Martin Luther King, Jr.?

Martin's Big Words

A Picture Book of Martin Luther King, Jr.

Jimmy Carter (History Maker Biographies)

Jimmy Carter: Thirty Ninth President

Written/Art Product:
Timeline of MLK Jr.'s life

Presentation of MLK quotes: High

Discussion of MLK:
Low

Written/Art Product:
Jimmy Carter's Compassion

http://scholarworks.gvsu.edu/carter_presidential_library_museum/

- Read "A Picture Book of Martin Luther King, Jr."
- Create a class (low), or individual (high) timeline of Martin's life as you read.
- Introduce Jimmy Carter.
- Read a biography of Jimmy Carter.
- Take a virtual tour of the Carter Center.
- Create a bubble chart of the ways that Jimmy Carter showed compassion.

If you have time:

- Use MLK Jr.'s quotes (attached) to delve into his message and put them into their own words (high). OR Read **Martin's Big Words** and discuss as a group (low), using the following questions:

1. What makes a person what to take on such a responsibility to change the way many people think?
2. Think of a time that you were treated unfairly or you know of someone who was treated unfairly. What did you do?
3. If MLK promoted love and patience, why were there some people promoting hate and violence?

- Use the shadow theater to imagine they are MLK, Jimmy Carter and Jackie Robinson. Interview them using the interview questions.
- Re-visit the photographs from the previous week. Place one photograph on a piece of chart paper, and have students write what these photographs are describing now – "graffiti" style. Rotate and let all students visit and record their thoughts on each poster.

Closing Written/Oral Assessment: What was MLK Jr.'s message to the world and how should we apply his message to our own life? How did Jimmy Carter give hope to the world?

Closing Written/Oral Assessment: What was MLK Jr.'s message to the world and how should we apply his message to our own life? How did Jimmy Carter give hope to the world?

Level 1: Not Meeting Expectations
Is unable to give opinion or fails to support it with any details/reasons.

Level 2: Inconsistently Meeting Expectations
Give opinion but supports it with only one reason or several weak/inaccurate reasons.

Level 3: Meeting Expectations
Gives opinion and offers several detailed and accurate reasons for answer.

Weeks 5 and 6	<p>Research and Writing Research and Writing Complete Research and Wax Museum</p>	<p>Written: Research Organizer Written: Opinion Organizer Written: Persuasive Speech Kinesthetic: Persuasive Speech</p>	<p>Optional: Using the resources from the box and other in-class and resources from libraries, have your students use the research planner (leveled - attached) to ask questions and research a specific leader. Using an opinion or persuasive format (attached), have them persuade the audience that THEY are the most <u>super</u> of heroes for Georgia.</p> <p>Use the costumes and/or the shadow theater to dress up as their leader and deliver their speech. Students can use costumes to dress up as their leader and present their speeches in a “Wax Museum” format for teachers and parents and/or other students.</p> <p>OR</p> <p>Use the shadow theater to have different groups act out interactions between the different characters. Have students write out their own Reader’s Theater script to describe what would happen if the different “Superheroes” of Georgia met each other.</p>	
<p>Closing Written/Oral Assessment: Persuasive Speech</p>		<p><i>Level 1: Not Meeting Expectations</i></p> <p>Is unable to give opinion or fails to support it with any details/reasons.</p>	<p><i>Level 2: Inconsistently Meeting Expectations</i></p> <p>Give opinion but supports it with only one reason or several weak/inaccurate reasons.</p>	<p><i>Level 3: Meeting Expectations</i></p> <p>Gives opinion and offers several detailed and accurate reasons for answer.</p>