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Project Description
<p>Students will investigate the Fort Buffington Marker and the Cherokee County Marker as a starting place to learn more about their county's importance in Georgia and Native American (Specifically Cherokee Indian) history.</p> <p>Questions to Consider?</p> <ul style="list-style-type: none"> • When was this area established by the Native Americans? • What were some of the reasons the Colonial Government would want this land? • Was 5 million dollars and land in Oklahoma a fair trade for the 7 million acres of ancestral land? • Is your home built on prior Cherokee land?
Inquiry Format
<p>Initially students will be given explicit instruction on our county and its historical importance, then they will be asked to fill out a KWL chart (Know, want to know, learned) A gallery walk will be used to display photos of the natural resources in North Georgia that made this area desirable to the colonial government. A historical map showing the borders of native ancestral land will be displayed next to a current map of the same area and field trip will be planned to the Dahlonega Gold Mines. Students will also be asked to research one of the two markers (Fort Buffington or Cherokee County) to be used to write a paper for both social studies and ELA. Students will also be asked to write a letter to a former native to this area and tell them how things have changed.</p>
Georgia Standards of Excellence
<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>b. Evaluate the impact of land policies pursued by Georgia.</p> <p>e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.</p> <p>SS8GI Describe Georgia's geography and climate.</p> <p>c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p> <p>d. Analyze the importance of water in Georgia's historical development and economic growth.</p> <p>Map and Globe Skills GOAL: The student will use maps to retrieve social studies information.</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p>

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities

Social Studies Georgia Standards of Excellence

L6-8RHSSI: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

Information Processing Skills

- Compare similarities and differences
- Organize items chronologically
- Identify main idea, detail, sequence of events, and cause and effect in a social studies context
- Identify and use primary and secondary sources
- Identify social studies reference resources to use for a specific purpose
- Analyze artifacts
- Draw conclusions and make generalizations
- Analyze graphs and diagrams
- Translate dates into centuries, eras, or ages
- Formulate appropriate research questions
- Determine adequacy and/or relevancy of information
- Check for consistency of information

Primary & Secondary Sources to Use

Potential Primary Sources:

Historical Maps

Echota Treaty Documents
Trail of Tears Portraits
Dahlonge Gold Mines

Potential secondary Sources:
Georgia Public Broadcasting videos
Fort Buffington Historical Marker
Cherokee County Historical Marker
New Georgia Encyclopedia

Expected Outcome/Output for Students

Students will gain a historical perspective of their county and state. They will be able to identify the importance of Cherokee county in Native American history and will be able to apply their research and learning across curriculum.

Historical Marker Connections

Students will also be asked to research one of the two markers (Fort Buffington or Cherokee County) and write a one-page narrative explaining its importance in Cherokee County history. This is to be turned in for both social studies and ELA. Students may earn extra credit if they put their research into digital format (think Power Point, Flip Grid, Prezi, Google Slides, iMovie, etc.) and present it to the class.