

Annotated Resource Set (ARS)

Phase 1

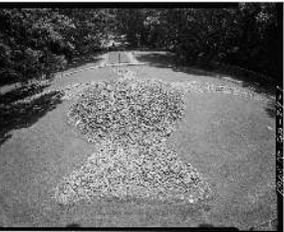
1. Title / Content Area:	Georgia: Four Periods of History in the National Forest	 TEACHING <i>with</i> PRIMARY SOURCES
2. Developed by:	David T. Kendrick Barrow County Schools Bear Creek Middle School Statham, GA	
3. Grade Level:	6-8	
4. Essential Question:	How has the history of the state of Georgia been influenced by the land that became national forests?	

5. Contextual Paragraph	<p>The state of Georgia has a long history. There are four specific periods of its history that have taken place in the areas now designated as National Forests and are federally protected, Students will examine the time periods of pre-European contact American Indians, the period after contact with specific emphasis on Hernando De Soto, the period known as American Indian Removal, and the period during the Great Depression when President Franklin D. Roosevelt established the Civilian Conservation Corps (CCC) to help young men with employment and reforest these areas. Students will use primary and secondary source images and written documents to bridge the gaps between the time periods and inquire about the different possibilities that could have occurred.</p>	
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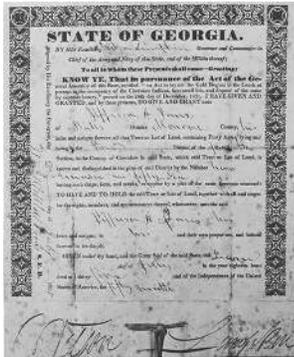
Annotated Resource Set (ARS)

Phase I

6. Resource Set (Page1)					
Rock Eagle Mound, Rock Eagle State Park, U.S. Route 441, Eatonton, Putnam County, GA	The Dahlonega Gold Rush	Cherokee Removal	History of the Chattahoochee-Oconee National Forest	Johnson Fry & Co. De Soto's Discovery of the Mississippi.	Hernando De Soto: A North American Journey
The Rock Eagle effigy mound in Eatonton, GA	The description of the final straw that led to the removal of the Cherokee	The Cherokee were removed from Georgia after the discovery of gold and the unenforced court cases	The land previously used by the Cherokee is now the Chattahoochee National Forest	Picture of the De Soto expedition	Maps and descriptions of Hernando De Soto's journey through Georgia
This is on the land that is now considered part of the Oconee National Forest	The discovery of gold in Dahlonega on Cherokee land was the last of the actions combined with the court cases that led to removal.	The Cherokee are removed from the area that became the Chattahoochee National Forest	Cherokee were the original inhabitants of the present day Chattahoochee National Forest	Hernando De Soto and his band trekked through the land that became the Chattahoochee National Forest	The Georgia Historical Society produced a descriptor and maps of his journey through Georgia
					

					
<p>https://www.loc.gov/item/ga0429/</p>	<p>http://www.georgiaencyclopedia.org/articles/history-archaeology/gold-rush</p>	<p>http://www.georgiaencyclopedia.org/articles/history-archaeology/cherokee-removal</p>	<p>https://www.fs.usda.gov/detail/conf/learning/history-culture/?cid=fsm9_029299 Here)</p>	<p>https://www.gilderlehrman.org/collections/97059c28-6a5f-47b7-8fd9-268305282455</p>	<p>http://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/hernando-de-soto/north-american-journey/</p>

Notes/Comments:

<p>6. Resource Set (Page 2)</p>					
<p>The Constitution and Laws of the Cherokee Nation</p>	<p>The Yazoo Land Fraud</p>	<p>The Rescinding Act</p>	<p>The Indian Removal Act</p>	<p>President Andrew Jackson's Message to Congress 'On Indian Removal'</p>	<p>Worcester v. Georgia</p>
<p>This shows the attempts of the Cherokee to stay a nation outside of Georgia law</p>	<p>The largest scandal in Georgia state history</p>	<p>The original document that returned Alabama and Mississippi to the federal government.</p>	<p>The document that led to the eventual removal of the Cherokee</p>	<p>President Andrew Jackson's address of Congress on Indian Removal</p>	<p>Court Case which states the Cherokee nation is sovereign and should not be subject to rules of Georgia</p>
<p>The Cherokee were the last of the Five Civilized Tribes that attempted to stay in Georgia with the creation of the Cherokee Constitution</p>	<p>It involves the promise of the removal of the American Indians from Georgia in return for the rights to present day Alabama and Mississippi</p>	<p>This document turned over part of Georgia to the federal government</p>	<p>The act of Congress that eventually led to the removal of the Cherokee to Oklahoma</p>	<p>Andrew Jackson called for the relocation of eastern Native American tribes to land west of the Mississippi River, in order to open new land for settlement by citizens of the United States.</p>	<p>This is the famous case where John Marshall stated the Cherokee were sovereign by Andrew Jackson refused to enforce it.</p>
					

6. Resource Set (Page 3)					
The Civilian Conservation Corps	Florida with the march of de Soto and his men, 1539-1544.	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
This was part of President Franklin Roosevelt's New Deal	Map of the route of Hernando De Soto through the SE United States	(Context)	(Context)	(Context)	(Context)
The CCC was created to give young men jobs and one of these jobs was tree planting in the National Forests of Georgia	European contact with American Indians began in 1540 with the arrival of Hernando De Soto	(Connect)	(Connect)	(Connect)	(Connect)
					
http://www.georgiaencyclopedia.org/articles/history-archaeology/civilian-conservation-corps	http://international.loc.gov/intldl/eshtml/images/florida_map.jpg	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Notes/Comments:

Phase II

Foundations Annotations

7. Curriculum Connections

Social Studies and Language Arts

8. Curriculum Standards

National Council for the Social Studies (NCSS) Curriculum Standards

I. Culture

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
- c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;

II, Time, Continuity, & Change

a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;

b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;

c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;

d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;

e. demonstrate an understanding that people in different times and places view the world differently;

f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to in-form decision-making about and action-taking on public issues.

III, People, Places, & Environments

a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;

b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;

c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;

d. estimate distance and calculate scale;

e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;

h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;

i. explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another;

j. observe and speculate about social and economic effects of environmental changes and crises resulting

from phenomena such as floods, storms, and drought;

k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

IV. Individual Development & Identity

a. describe personal changes over time, such as those related to physical development and personal interests;

b. describe personal connections to place—especially place as associated with immediate surroundings;

c. describe the unique features of one's nuclear and extended families;

d. show how learning and physical development affect behavior;

e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;

f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;

g. analyze a particular event to identify reasons individuals might respond to it in different ways;

h. work independently and cooperatively to accomplish goals.

V. Individuals, Groups, & Institutions

a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;

b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;

c. identify examples of institutions and describe the interactions of people with institutions;

d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;

e. identify and describe examples of tensions between and individual's beliefs and government policies and laws;

f. give examples of the role of institutions in furthering both continuity and change;

g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

VI. Power, Authority, & Governance

10. examine the rights and responsibilities of the individual in relation to his or her social group, such

as family, peer groups, and school class;

b. explain the purpose of government;

c. give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict;

d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;

e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

VII. Production, Distribution, & Consumption

a. give examples that show how scarcity and choice govern our economic decisions;

b. distinguish between needs and wants;

c. identify examples of private and public goods and services;

d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;

e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the productions and exchange of goods and services;

f. describe the influence of incentives, values, traditions, and habits on economic decisions;

g. explain and demonstrate the role of money in everyday life;

h. describe the relationship of price to supply and demand;

i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;

j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.

VIII. Science, Technology, & Society

a. identify and describe examples in which science and technology have changed the lives of people,

such as in homemaking, childcare, work, transportation, and communication;

b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;

c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and the environment;

d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;

e. suggest ways to monitor science and technology in order to protect the physical environmental, individual rights, and the common good.

IX. Global Connections

a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;

b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations;

c. examine the effects of changing technologies on the global community;

d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;

e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;

f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

X. Civic Ideals & Practices

a. identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty justice, equality, and the rule of law, and discuss their application in specific situations;

b. identify examples of rights and responsibilities of citizens;

c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;

d. identify and practice selected forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;

e. explain actions citizens can take to influence public policy decisions;

f. recognize that a variety of formal and informal factors influence and shape public policy;

g. examine the influence of public opinion on personal decision-making and government policy on public issues;

h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;

i. describe how public policies are used to address issues of public concern;

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADES 6-8

L6-8RHSS1: 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.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

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

L6-8WHST1: Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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.

L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Georgia Standards of Excellence (GSE)

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.
- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
- 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.

SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.

- d. Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.
- e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.

- a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

b. Explain how the four transportation systems provide jobs for Georgians.

SS8G1 Describe Georgia's geography and climate

b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.

IPS (Information Processing Skills) #7

-Interpret political cartoons

9. Content & Thinking Objectives

Social Studies, Language Arts, Information and Communications Technology

1. Evaluate the impact of European exploration and settlement on American Indians in Georgia.
2. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
3. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
4. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.
5. Investigate political, economic, and social developments during the presidency of Andrew Jackson
6. Explain Jacksonian Democracy, including the Indian Removal Act.
7. Explain significant factors that affected westward expansion in Georgia between 1789 and 1840
8. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud
9. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonaga Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears

10. Inquiry Activities & Strategies

1. **Students will be broken into groups based on time periods: Pre-European Contact, European Contact (specifically, Hernando De Soto), American Indian Removal, and the Great Depression (specifically, President Franklin D. Roosevelt and his creation of the Civilian Conservation Corps (CCC)).**
2. **Students will use the assigned images that are appropriate to the time to formulate Georgia's history through its National Forests, which is what all four groups have in common. They will also be provided with articles from the New Georgia Encyclopedia and other resources that will provide them with background information.**
 - a. **Students will be able to construct the link to the next series of events in Georgia's history. They need to become experts on the actual events or outcomes that occurred in the National Forest. They need to be prepared that the next step may produce a different outcome than what actually happened in history.**

Other Resources

15. Web Resources

- a. The New Georgia Encyclopedia - <http://www.georgiaencyclopedia.org>
- b. The Georgia Archives - <http://www.georgiaarchives.org>
- c. Teaching American History.org - <http://teachingamericanhistory.org>
- d. The United States Forest Service - <https://www.fs.fed.us/>
- e. The Gilder Lehrman Institute of American History - <https://www.gilderlehrman.org>
- f. Georgia Historical Society - <http://georgiahistory.com>

16. Secondary Sources

1. Georgia Studies Digital Textbook - <http://www.gpb.org/education/georgia-studies/digital-textbook>

17. Print and Other Media Resources

ARS Component Guide

Phase I Components

1. **Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
2. **Developed by:** Provide your name and any other contributors to the ARS.
3. **Grade Level:** Provide the grade level(s) for which the set is to be taught.
4. **Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
5. **Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
6. **Resource Set:** Provide titles, context, connections, thumbnails and addresses for the specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files). **Important:** Be sure to use a permanent URL for all resources (Refer to A2.6).

Phase II Components

7. **Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
8. **Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
9. **Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
10. **Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
11. **Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

Other Resources

15. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
16. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
17. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS