



Lesson Title	Creek Nation Virtual Field Trip 5E Lesson Plan
Grade Levels	4th, 8th-12th
Timeline	45-minute class period (or homework assignment) per section

STANDARDS

SS4H3b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

SS8H2b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove.

SS8H4b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.

SS8H4d. Describe the role of William McIntosh in the removal of the Creek from Georgia.

SSUSH7a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.

ESSENTIAL QUESTION

How did the growth of Georgia and the United States create internal conflict within the Creek Nation?

KEY VOCABULARY

Creek Nation, colony, settlement, settler, alliance, compensation, sovereignty, treaty, cede, relinquish, treason, Indian Removal, Trail of Tears, land lottery

MATERIALS

SOURCE: [GPB's Creek Nation Virtual Field Trip](#)

SEE, THINK, WONDER: graphic organizer (see appendix)

BIG PAPER: large piece of paper (e.g., 11" X 14"), hanging sticky note, or virtual whiteboard

SIGNS OF LEARNING: paper or virtual road sign images, graphic organizer (see appendix)

YESTERDAY'S NEWS: sample newspapers, rubric for newspaper assignment (teacher prepared)

STEP IN, STEP OUT, STEP BACK: graphic organizer (see appendix)

PINWHEEL DISCUSSION: overarching question and three discussion positions (teacher prepared)

ENGAGE

RESOURCES (MAPS)

These maps can be found in the [Creek Nation Virtual Field Trip](#).

- Creek Land Prior to 1733
- Indian Territory of 1787
- Upper and Lower Creeks Map, 1812

AND in GPB Education's Creek Nation Google Arts and Culture exhibits.

[Creek Nation: Encountering a Native People](#)

- Creek Land Prior to 1733
- Indian Territory of 1787

[Creek Nation: Treachery and Division](#)

- Upper and Lower Creeks Map, 1812

STRATEGY: See, Think, Wonder

This strategy has been adapted from [Harvard Project Zero](#).

Encourage students to make careful observations and thoughtful interpretations by scaffolding their interaction with a resource according to what they SEE or notice, what they THINK about the topic, and what they question or further WONDER about.

Compare and contrast the three maps. Consider the following questions and record your notes about the different maps.

- What do you SEE or observe in the three different maps?
- What do you THINK or know about the maps based on your observations?
- What do the differences in the three maps make you WONDER about?

Print copies of the graphic organizer in the appendix or invite students to make their own like the one below.

SEE, THINK, WONDER			
MAP	What Do You SEE Or Observe In The Map?	What Do You THINK Or Know About The Map?	What Do You WONDER Or Question About The Map?
Creek Land Prior to 1733			
Indian Territory of 1787			
Upper and Lower Creeks Map of 1812			

ENGAGE

RESOURCE (VIDEO): [Dividing Lines](#)

STRATEGY: Big Paper

This strategy has been adapted from [Facing History](#).

Invite students to use silent writing as a tool for thoughtfully exploring a topic. Students write out their informal answers to targeted questions, allowing them to slow down their own thinking and carefully process the responses of their classmates. Big Paper also creates an initial record of student thoughts and questions that the class can revisit later during the unit. This strategy especially helps engage students who are less likely to participate in a verbal discussion.

Questions:

- A. Why did the Upper Creeks align with the British during the War of 1812?
- B. Why did the Lower Creeks and the Cherokees side with the United States during this war?

1. Write Question A on three large sticky notes or sections of butcher paper, and write Question B on three other large sticky notes or sections of butcher paper.
2. On one side of the classroom, lay out the Question A papers, and on the other side of the classroom, lay out the Question B papers.

NOTE: Online white boards or collaborate boards can be substituted for paper in a virtual learning environment.

3. Introduce each question to the class and provide a few minutes for students to discuss their initial thoughts with a partner.
4. Watch the video [Dividing Lines](#) for additional information to help students form responses to the essential questions.
5. After watching the video, invite students to move to either side of the room and respond to each question silently on one of the papers.
6. Then invite students to visit a different Big Paper for each question to add notes, highlight or circle comments with which they agree, or pose additional questions in response to their peers. They may use arrows to help direct the silent conversation.
7. As a class, review the comments and questions from each paper that resonated the most.

EXPLORE

RESOURCES (VIDEOS, READING)

This content can be found in the [Creek Nation Virtual Field Trip](#).

- Videos: [Early Encounters](#) and [Georgia Stories: Mary Musgrove](#)
- Biographies: Notable Individuals Chief Tomochichi and Mary Musgrove

AND in GPB Education's [Creek Nation: Encountering a Native People](#) Google Arts and Culture exhibit.

STRATEGY: Signs of Learning

Guide students through the learning process by using common road signs as indicators of expected understanding.

Students will choose or be assigned one video and one biography to explore and interpret. As they listen to the video or read the text, they will keep in mind the following road signs and colors:

1. **RED = STOP**
⇒ Summarize the main idea(s).
2. **YELLOW = CAUTION**
⇒ Note supporting details.
3. **GREEN = GO**
⇒ Highlight a fun or interesting fact.
4. **BLUE = GUIDANCE**
⇒ Identify and define a key term.
5. **ORANGE = CONSTRUCTION**
⇒ Find a personal connection to oneself.
6. **BROWN = CULTURAL SIGNIFICANCE**
⇒ Make a connection to another content area or real-world application.

After watching or reading through the content one time, instruct students to review the video or passage again and answer the Signs of Learning questions.

Print off copies of the graphic organizer in the appendix or invite students to make their own like the one below.

SIGNS OF LEARNING	
SIGN	NOTES
RED = STOP Main Idea	
YELLOW = CAUTION Supporting Details	
GREEN = GO Fun Fact	
BLUE = GUIDANCE Key Term	
ORANGE = CONSTRUCTION Personal Connection	
BROWN = CULTURE Content or Real-World Connection	

EXPLAIN

RESOURCES (VIDEO, READING, DOCUMENT)

This content can be found in the [Creek Nation Virtual Field Trip](#).

- Video: [Treaties and Treachery](#)
- Biography: Notable Individual Chief McIntosh
- Primary Source: Letter From McIntosh's Wives

AND in GPB Education's [Creek Nation: Treachery and Division](#) Google Arts and Culture exhibit.

STRATEGY: Reporter's Notebook

This strategy has been adapted from [Harvard Project Zero](#).

1. Place students in small groups or pairs and distribute examples of current newspapers or share links to newspapers in a virtual learning environment.
2. Invite students to explore their newspaper from front to back and identify the types of content throughout. Challenge students to distinguish facts from opinions or judgments.
3. Task students to identify two or three core components of the front page of a newspaper (e.g., headlines, images or photos, eye-witness accounts and interviews).
4. Task students to identify other types of content besides current event stories that are traditionally found in newspapers (e.g., editorials, obituaries, advertisements, political cartoons, general interest articles, crossword puzzles).
5. In their small groups, have students explore the Creek Nation virtual field trip and convey what they learn by creating their own newspaper around the associated people, places, and events.
6. Create a rubric detailing the minimum number of articles required for the overall newspaper and the expected content for each article; such as:
 - Local News: Headline Story with Interviews (e.g., write about the death of William McIntosh using content from the primary source letter from his wives)
 - Obituary (e.g., write about William McIntosh using content from the video and Notable Individuals reading)
 - Politics (e.g., write about the Treaty of Indian Springs and the Final Removal of the Creek people using content from the primary source document and map)
 - Opinion / Editorial
 - News Story
 - Political Cartoon
 - Editorial / Letter from Reader (write a personal opinion piece on any content)
 - Classified Advertisement (imagine a relevant product or service)
 - Crossword Puzzle (use vocabulary words, locations, names, dates, etc.)

EXPANSION ACTIVITY: Present students with a newspaper that contains current events involving Native American issues and rights (e.g., *Indian Country News*, *Native American Times*). Invite students to complete the assignment as above, but with an added focus on comparing and contrasting Native American culture and community from then to now.

ELABORATE

RESOURCES (VIDEO): [Native Voices](#)

STRATEGY: Step In, Step Out, Step Back

This strategy has been adapted from [Harvard Project Zero](#).

In the video *Native Voices*, Creek and Cherokee people discuss their history, beliefs, and experiences in the context of the Indian Removal Act and the Trail of Tears. Pair the video with the strategy to provide students with a routine that nurtures their sociocultural awareness and empathy and encourages them to consider the question, “Why is it important to hear history from this perspective?”

Students will choose the perspective of one person from the video to explore and interpret in the context of sociocultural awareness and empathy. As they listen to the video or read the text, they will keep in mind the following prompts:

1. **CHOOSE:** Identify a person in the situation you are examining.
2. **STEP IN:** Given what you see and know at this point in your learning, what do you think this person might feel, believe, know, or experience?
3. **STEP OUT:** What else would you like to know about this person to better understand his or her perspective?
4. **STEP BACK:** Given your exploration of this perspective so far, what do you notice about your own perspective and how it compares or contrasts to this different one?

After watching the video one time, instruct students to review the video again and answer the Step In, Step Out, Step Back questions.

Print copies of the graphic organizer in the appendix or invite students to make their own like the one below.

STEP IN, STEP OUT, STEP BACK	
CHOOSE Who would you like to think and learn about?	
STEP IN What do you think this person might feel, believe, know, or experience?	
STEP OUT What other information do you need to understand this person’s perspective better?	
STEP BACK What do you notice about your own perspective and how it compares or contrasts to this different one?	

EVALUATE

RESOURCES (VIRTUAL FIELD TRIP)

This content can be found in the [Creek Nation Virtual Field Trip](#).

- Video: [Treaties and Treachery](#)
- Biography: Notable Individual Chief McIntosh
- Primary Source: Letter From McIntosh's Wives

AND in GPB Education's [Creek Nation: Treachery and Division](#) Google Arts and Culture exhibit.

STRATEGY: Pinwheel Discussion

This strategy has been adapted from the [National Council for the Social Studies](#).

Similar to a debate, a pinwheel discussion allows students to practice critical thinking and discussion skills but in the context of three defended positions rather than two. With the added position of a helper-commentator, this format is more likely to encourage a learning process, promote empathy, and expand understanding.

1. Divide students into four groups, three of which represent a specific point of view. Members of the fourth group act as commentators, making sure the discussion keeps going by suggesting ideas to speakers who are struggling and regularly “stirring the pot” to keep the discussion engaging and challenging.
2. One person from each group acts as the speaker, sitting in a desk facing speakers from the other groups, so they together form a square in the center of the room. Behind each speaker, the remaining group members are seated: two directly behind the speaker, then three behind them, and so on, forming a kind of triangle. From above, this arrangement looks like a pinwheel per the diagram below:

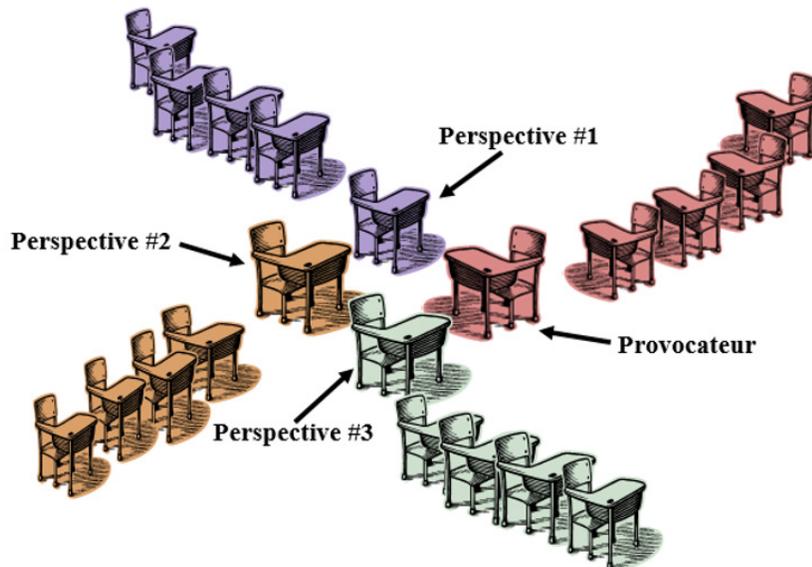


IMAGE SOURCE: <https://socialstudies toolbox.pbworks.com/w/page/108678058/Pinwheel%20Discussion>

3. The four speakers introduce and discuss questions they prepared ahead of time with their groups. The other members of each group take notes and prepare for their turn as speaker. After a designated period of time (e.g., five minutes), new students rotate from the seats behind into the speaker seats and continue the conversation.

NOTE: This strategy can be replicated in a virtual learning environment by unmuting each student as they rotate into the speaker position.

DISCUSSION PREPARATION:

Group members will begin with this short statement by William McIntosh and discuss how it influences their perception of why he signed the Treaty of Indian Springs.

The white tide rises, we can't fight or stop it and if we don't sell, we will be cast aside, homeless and treated like animals without any place to go.

DISCUSSION POSITION:

Each group will choose or be assigned one of the following positions in response to the overarching question. Students will research the historical facts in context with their position and strategize what main points they will make and what arguments they will present in defending their position during the group discussion.

How should the Creek Nation have dealt with Chief William McIntosh after he signed the Second Treaty of Indian Springs in 1825?

- Execution (historical outcome)
- Other Punishment (e.g., imprisonment, confiscation of property, fine, exile, etc.)
- Nothing (accept Second Treaty of Indian Springs)

Remind students to focus on text-based questions and evidence during the discussion:

- Ask questions based on textual evidence.
- Use text to support answers and overall position.
- Apply additional class content that supports the textual information.

DISCUSSION REFLECTION:

After the discussion, have students reflect and write a two-part review of the exercise. Their statement should include: 1) how the questions asked and the arguments presented contributed to their understanding of the topic, and 2) what position they ultimately would choose in response to the overarching question.

DIFFERENTIATION**CHOICE AND VOICE**

1. Create a mini newspaper that describes Creek removal from Georgia, touching upon the points below. Include one article (five to seven sentences), one headline, and one picture.
 - Cultural impact of the Creek people in Georgia
 - Death of Chief McIntosh
 - Circumstances of the Creek removal (where, how)

OR

2. Create a video response (on a platform such as Flipgrid) that discusses the following questions:
 - Why were the Creek removed from Georgia, and what was their cultural impact on the state?
 - What ways can you think of to honor their people and their culture today?

ADDITIONAL RESOURCES

- [GPB Creek Nation VFT User Guide](#)
- [PBS LM Interactive Lesson: Conflict Over Western Lands](#)
- [PBS LM Interactive Lesson: The Louisiana Purchase](#)
- [PBS LM Interactive Lesson: The Story of Pocahontas](#)
- [DOE GA Studies Teacher Notes](#)
- [DOE 4th Grade SS Teacher Notes \(Westward Expansion\)](#)

NAME: _____

SEE, THINK, WONDER			
MAP	What Do You SEE Or Observe In The Map?	What Do You THINK Or Know About The Map?	What Do You WONDER Or Question About The Map?
Creek Land Prior to 1733			
Indian Territory of 1787			
Upper and Lower Creeks Map of 1812			

NAME: _____

SIGNS OF LEARNING	
SIGN	NOTES
RED = STOP Main Idea	
YELLOW = CAUTION Supporting Details	
GREEN = GO Fun Fact	
BLUE = GUIDANCE Key Term	
ORANGE = CONSTRUCTION Personal Connection	
BROWN = CULTURE Content or Real-World Connection	

NAME: _____

STEP IN, STEP OUT, STEP BACK	
<p>CHOOSE</p> <p>Who would you like to think and learn about?</p>	
<p>STEP IN</p> <p>What do you think this person might feel, believe, know, or experience?</p>	
<p>STEP OUT</p> <p>What other information do you need to understand this person's perspective better?</p>	
<p>STEP BACK</p> <p>What do you notice about your own perspective and how it compares or contrasts to this different one?</p>	