April 30, 1825: William McIntosh Killed
Daily Activity

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the Georgia Performance Standards for Reading Across the Curriculum, and Grade Eight: Georgia Studies. For each date, educators can choose from three optional activities differentiated for various levels of student ability. Each activity focuses on engaging the student in context specific vocabulary and improving the student's ability to communicate about historical topics.

One suggestion is to use the *Today in Georgia History* video segments and daily activities as a "bell ringer" at the beginning of each class period. Using the same activity daily provides consistency and structure for the students and may help teachers utilize the first 15-20 minutes of class more effectively.

Optional Activities:

Level 1: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher provided materials to define each term. After watching the video, have the students write a complete sentence for each of the vocabulary terms. Student created sentences should reflect the meaning of the word based on the context of the video segment. Have students share a sampling of sentences as a way to check for understanding.

Level 2: Provide the students with the vocabulary list for that day's segment before watching the video and have them guess the meaning of each word based on their previous knowledge. The teacher may choose to let the students work alone or in groups. After watching the video, have the students revise their definitions to better reflect the meaning of the words based on the context of the video. As a final step, have the students compare and contrast their definitions to their textbook, dictionary or other teacher provided materials definitions.

Level 3: Provide the students with the vocabulary list and have them use their textbook, a dictionary, or other teacher provided materials to define each term. After watching the video, have the students write a five sentence paragraph based on the provided writing prompts.

Vocabulary/Writing Prompts:

Vocabulary Terms

- Warrior
- Fluent
- Prominent
- Loyalty
- Alienated
- Consent
- Negotiated
- Ceded
- Controversial

Writing Prompts

1. Which culture did William McIntosh belong to, Creek or White? In a five-sentence paragraph explain how William McIntosh lived between two different cultures throughout his life.
2. In a five-sentence paragraph explain how William McIntosh's actions led to the removal of the Creek Indians from Georgia.
3. Do you think William McIntosh was a fair representative of the Creek Indians at the negotiations of 1825? In a five-sentence paragraph explain why William McIntosh was, or was not a good representative for the Creek Indians in the negotiations of 1825.

Primary Source Investigation:

Based on this photo highlighting William McIntosh and what you have learned from the episode, answer the following prompts.

1. Observation: Look closely at the portrait. What do you notice? List at least five (5) things that stand out to you.

2. Think/Infer: Based on what you already know, what can you infer or assume about William McIntosh from this portrait? What makes you think that?

3. Wonder: What additional questions do you have about William McIntosh based on this portrait?

TODAY in GEORGIA HISTORY

Courtesy of the Hargrett Library at https://dlg.usg.edu/record/nge_ngen_m-5532.

Citation: New York, New Orleans, University publishing company. "William McIntosh." 1821. January 23, 2026. https://www.georgiaencyclopedia.org/articles/history-archaeology/william-mcintosh-ca-1778-1825/m-5532/.

Related Historical Marker:
McIntosh Reserve — http://georgiahistory.com/ghmi_marker_updated/captain-william-mcintosh/

1. What did you learn about Captain William McIntosh from the historical marker?
2. What happened to his children?

Related Georgia Standards of Excellence:

Social Studies - Georgia Standard of Excellence

Elementary
SS2H1: Describe the lives and contributions of historical figures in Georgia history.
SSIPS10: Analyze artifacts.
SSIPS11: Draw conclusions and make generalizations.

Middle School
SSIPS10: Analyze artifacts.
SSIPS11: Draw conclusions and make generalizations.

High School
Key Ideas and Details
L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
L11-12RHSS3: Evaluate various explanations for actions or events and determine which

explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Georgia's K-12 English Language Arts Standards

Elementary
1-5.L.V.1: General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.
1-5.L.V.1.a: Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content.
1-5.L.V.1.b: Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.

Middle School
6-8.L.V.1: General, Academic, & Specialized Vocabulary Use a variety of approaches to continuously build vocabulary across a range of real-life, academic, and disciplinary contexts and apply those understandings to analyze texts and to communicate effectively.
6-8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
6-8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

High School
9-12.L.V.1: General, Academic, & Specialized Vocabulary Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.
9-12.L.V.1.a: Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. 9-12.L.V.1.b: Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings.