

T O D A Y *in* GEORGIA H I S T O R Y

October 5, 1939:
Tomochichi

Introduction:

The daily activities created for each of the *Today in Georgia History* segments are designed to meet the **Georgia Standards of Excellence for Information Processing Skills (K-12), English Language Arts (ELA; 8-12), and Social Studies: Grade Eight Georgia Studies**. For each date, educators can choose from various activities differentiated for various levels of student ability. The activities focus on engaging students with context specific vocabulary, improving communication skills, and investigating primary and secondary sources related to the topic.

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.

Vocabulary & Writing 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.

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Vocabulary/Writing Prompts:

Vocabulary Terms

Assured
Bluff
Diplomacy
Monument
Ultimately

Writing Prompts

1. How might the settlement of Georgia have been different without Tomochichi? In a five sentence paragraph explain why Tomochichi is important to the story of
2. Based on your knowledge of Georgia's historical relationship with the Creek Indians, was Tomochichi right to assure the creeks that Georgians would make good allies?
3. Tomochichi played a similar role to our modern day ambassadors. An ambassador is tasked with maintain a healthy relationship with foreign countries. An ambassador has to keep in mind the wants and needs of his country and make sure the relationship is not unbalanced. In a five sentence paragraph, explain why Tomochichi was such a good ambassador.

Primary Source Investigation:

Based on this [photo from the Atlanta History Center](#) highlighting Tomochichi and what you have learned from the episode, answer the following prompts.

1. **Observation:** Look closely at the photo. 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 Tomochichi from this photo? What makes you think that?
3. **Wonder:** What additional questions do you have about Tomochichi and Oglethorpe based on this photo and/or the episode?

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Treaty Between Oglethorpe and Tomochichi
Courtesy of the [Atlanta History Center](https://www.atlantahistorycenter.com/).

Atlanta History Center. 2019. "Treaty between Oglethorpe and Tomochichi." [Atlantahistorycenter.com](https://album.atlantahistorycenter.com/digital/collection/athpc/id/2664). 2019. <https://album.atlantahistorycenter.com/digital/collection/athpc/id/2664>.

Related Georgia Standards of Excellence:

Georgia's K-12 English Language Arts Standards

Middle School English Language Arts 6-8: Practice

- 6-8.P.EICC – I. BIG IDEA: Engagement & Intention for Comprehension & Composition: Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Middle School English Language Arts 6-8: Language

- 6-8.L.GC – I. BIG IDEA: Grammar Conventions: Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.
- 6-8.L.V – II. BIG IDEA: Vocabulary: Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabulary, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

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Social Studies – Georgia Standards of Excellence

Elementary School Social Studies K-5

- SS2H1 Describe the lives and contributions of historical figures in Georgia history.
- SS2H1.a James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)

Middle School Social Studies 6-8

- SS8H2.b Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.

Information Processing Skills K-12

- SSIPS6 Identify and use primary and secondary sources.
- SSIPS11 Draw conclusions and make generalizations.
- SSIPS14 Formulate appropriate research questions.
- SSIPS15 Determine adequacy and/or relevancy of information.
- SSIPS16 Check for consistency of information.

National Curriculum Standards for Social Studies

Theme 3: People, Places, and Environments

- The understanding of the relationships between people, places, and the Earth's environments.

Theme 4: Individual Development and Identity

- The understanding that individuals are shaped by their heritage, experiences, and the continuous interplay of factors of growth.

Theme 5: Individuals, Groups, and Institutions

- The interaction of individuals, groups, and institutions that shape and are shaped by societies.

Theme 6: Power, Authority, and Governance

- The study of how people acquire, exercise, and maintain authority in a society and how governments operate.

Theme 10: Civic Ideals and Practices

- The study of the ideals of democracy, justice, equality, and citizenship, and how they are applied in society.

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