

Alabama Men's Hall of Fame

4th Grade Lesson Plan- Alabama History: 50 minutes

Sequoyah

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Alabama State Social Studies Standard:

- Recognizing Alabamians who have made significant contributions to society
- Sequoyah

Learning Objective(s):

- The students will identify Sequoyah and his contributions to the Native American language

Evaluation of Learning Objectives

After pretending to be news reporters and composing questions they would ask Sequoyah based on his contributions to the Native American people, the students will then answer the questions based on what they think Sequoyah would say and submit questions and answers to the teacher to determine if they have satisfactorily met requirements based on a checklist (see attached).

Engagement

The teacher will begin by asking the students if they know how to interpret any other written languages besides English. Then give each student a copy of the Cherokee alphabet (see attachment) and have them attempt to formulate a sentence and interpret it to the class

Learning Design

The teacher will read book, *Sequoyah- The Cherokee Man Who Gave His People Writing* by James Rumford (available on www.amazon.com or local libraries) while emphasizing important aspects to the class.

- I. Teaching

After reading the book to the class the teacher will discuss the important contributions of Sequoyah to the Cherokee people by displaying the following facts on a chart, Smart Board, etc..

- Birthplace- Tuskegee, TN between 1760- 1766
- Trade- Silversmith
- Moved to Willstown, AL around 1809
- Fought in the Battle of Cherokee Bend in Alabama
- Developed the Cherokee alphabet while residing in Alabama and spread it throughout the Native American society in many different states
- Original work was burned by his wife because she thought it was sorcery or witchcraft
- Started “The Cherokee Phoenix” newspaper about Cherokee people in their alphabet

The teacher and class will create a “Did you know” important fact list about Sequoyah and each student will record their list on their personal paper and the teacher will display her list using Smart board, Promethean board, Projector or dry erase board.

II. Opportunity for Practice

The students will divide into small groups and each group will create a mock article for the “Cherokee Phoenix.” The articles will include pictures of that we find on the internet, and a brief summary of one of his accomplishments and be posted on colored construction paper provided by the teacher.

III. Assessment

The students will pretend to be news reporter going back in time to interview Sequoyah. They will have to compose five questions they would ask him based on the contributions and accomplishments we discussed and write what they think his answers would be. There will be a brief checklist to determine if the lesson objectives were met (see attachment)

IV. Closure

The students will combine all of their mock articles for the “Cherokee Phoenix” and make a booklet to be kept in the classroom

Contents and Resources

Cherokee Alphabet/Syllable dictionary (see attachment)

Picture of Sequoyah (see attachment)

Book- *Sequoyah- The Cherokee Man Who Gave His People Writing* by James Rumford (available on www.amazon.com or local libraries)

Construction paper

Scissors

Glue sticks

Picture of Sequoyah -

http://theblueridgehighlander.com/history/native_american_tales_legends/Sequoyah-George-Gist/brief-history.php

Picture of Cherokee Alphabet/Syllable- <http://www.atypical.net/CherTabl.html>

Assessment Checklist

<p>Do the questions relate to the topics discussed in class? (alphabet, "Cherokee Phoenix", etc.)</p>	<p><u>Meets requirements</u></p>	<p><u>Does not meet Requirements</u></p>
<p>Are the answers the student provided for the questions logical in relation to the question they asked?</p>		
<p>Does the student appear to have an overall understanding of who Sequoyah is and what he contributed to the Native American culture?</p>		

