



Second Grade Social Studies

**2nd Grade Social Studies
Activity 1**

* There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

Topic: Sequoyah and David “Davy” Crockett

Standard: 2.29 Examine the significant contributions made to people of the U.S., including Sequoyah and David Crockett.

Goal: To identify who Sequoyah and David Crockett were and what they did that was important.

Task for Students to Complete:

- Read the attached text about Sequoyah and analyze the Cherokee syllabary. Try to solve the code and message using the Cherokee alphabet.
- Read the attached text about Davy Crockett and answer the five questions at the bottom of the page.

Additional Links for More Information:

- Brainpop on Cherokee
<https://jr.brainpop.com/socialstudies/nativeamericans/chokeee/>
- Davy Crockett Lesson
https://www.youtube.com/watch?v=Pxt_uA8w-t4

Sequoyah and His Syllabary

The North American natives were fascinated by something the white man had that they did not have: his “talking leaves,” which is what some called the books and written documents with which the whites communicated. Although the natives had rich systems of language and a long heritage of oral literature, none had a written language apart from the pictographs with which they left messages on cave walls or rocks.

A half-blood Cherokee named Sequoyah, whose English name was George Guess, realized that being able to write and read gave the white newcomers a great advantage, socially and politically, over his people. So, he set out in 1820 to analyze his own language and develop a system of writing for it. He listened carefully to how he and his people spoke and decided that the Cherokee language could be broken down into eighty-six syllables based on sound. The process of inventing a written alphabet, called a syllabary, took several years of trial and error.



He first attempted the almost impossible task of designing a pictograph for every word in the language. When he realized this would be extremely difficult, he returned to his discovery of the eighty-six sounds in the language and designed a symbol for each of these sounds. Simply by memorizing all these symbols, he thought any person who could speak the language would be able to read it.

The new system was not perfect. It lacked a means of punctuation, and the symbols were complicated and could be easily distorted. At the time, there were three distinct dialects in Cherokee, which made it sometimes difficult to translate. Nonetheless, within a very short time, thousands of Cherokees were literate in their own language and were writing letters and passing notes to one other.

Sequoyah soon convinced the tribal chiefs that their language had been put into written form, and the council put all their laws into the Sequoyan Syllabary. English remained the official language of the land, however, although only about 15% of the Cherokees spoke it at that time. Sequoyan, as it was called, could be learned in one day by the people, and it greatly advanced their ability to communicate and transact business. However, it did deter some Cherokees from learning English, because they thought since they now had a written language of their own, they would not need to learn English.

Within a very short time, the Cherokees had crossed the dividing line between preliteracy and being literate. It was a tremendous accomplishment. Before long, the Cherokee community had its own newspaper, the *Cherokee Phoenix*. By 1825, most Cherokees could both read and write, and many of them were bilingual and biliterate in Sequoyan and English.

Activities

1. Written language is a kind of code, a system of symbols which can be used to communicate and send messages. There are many different codes, and new ones are being invented all the time. Study the Cherokee syllabary on the next page.
2. Use logic to solve the code on page 3.

Sequoyah and His Syllabary *(cont.)*

This chart illustrates the syllabary, or alphabet, invented by Sequoyah. The large figures show the characters, or letters, and the figures following the larger ones show the pronunciation of each in the Cherokee language. Would it be possible for you to use Sequoyah's code to write a message to a friend?

Cherokee Alphabet					
D _a	R _e	T _i	Ꭰ _o	Ꭱ _u	i _r
S _{ga} Ꭰ _{ka}	F _{ge}	Y _{gi}	A _{go}	J _{gu}	E _{gv}
V _{na}	P _{he}	A _{hi}	F _{ho}	Γ _{hu}	G _{hv}
W _{la}	O _{le}	P _{ti}	G _{lo}	M _{tu}	A _{lv}
F _{ma}	O _{me}	H _{mi}	Ꭰ _{mo}	Y _{mu}	
Ꭰ _{na} Ꭱ _{na} G _{na}	Ꭰ _{na}	h _{ri}	Z _{no}	A _{ru}	O _{nv}
T _{qua}	Ꭰ _{que}	P _{ra}	V _{quo}	Ꭰ _{qu}	E _{quv}
U _{sa} Ꭰ _s	A _{se}	b _{si}	Ꭰ _{so}	Ꭱ _{su}	R _{sv}
U _{da} W _{ta}	S _{de} Ꭰ _{te}	A _{di} A _{ti}	V _{do}	S _{du}	Ꭰ _{dv}
Ꭰ _{da} L _{ila}	L _{de}	C _{ti}	Ꭰ _{to}	P _{tu}	P _{tlv}
G _{tsa}	V _{tse}	h _{tsi}	K _{tso}	J _{tsu}	C _{tsv}
G _{na}	Ꭰ _{ne}	O _{ni}	Ꭰ _{no}	J _{nu}	G _{nv}
Ꭰ _{va}	B _{ye}	A _{yi}	h _{yo}	G _{yu}	B _{yr}

Sequoyah and His Syllabary *(cont.)*

Try to solve this code so that you can read the message. Two letters have been given to help you. Dashes indicate new words. **Hint:** This is a quote.

Code

A	B	C	D	E	F	G	H	I	J	K	L	M
			24									
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
						14						

Message

“

21	8	19	9	8	25	23	21	8	6	25	21	12	8	
14	2	3	13	13	19	6	6	21	22	21	12	19	9	26
7	3	8	25	3	8	9	8	25	24	21	19	21	8	24
22	25	21	22	6	25	14	9	12	25	21	24			
17	3	14	2	3	8	9	8	25	17	25	25	5	.”	
				13	25	11	15	9	19	21	2			

Davy Crockett

Have you ever heard of Davy Crockett? He was born in the hills of Tennessee in 1786. He had five brothers and three sisters. They lived in a cabin made of logs from trees that had been chopped down and only had two rooms.

Davy's shirt, pants, and shoes were all made from deer, it was called buckskin and his favorite hat was made of a raccoon, it was called a Coonskin Cap. Davy grew up learning to hunt from a very early age. When Davy was thirteen-years old, his dad wanted him to go to school to learn to read and write. Davy only went four days a week. There was a bully at his school and they would beat him up. Davy didn't want to go to school and ran away.

Davy had to work very hard so that he could have a place to live and so he could eat. It wasn't easy being away from his mom and dad. One day, Davy returned home and everyone was glad to see him.

When Davy grew up, he was one of the best hunters around. When he was nearly twenty-years old Davy got married and had a family. In 1813, he had to go fight in the War of 1812. During the war his men were starving. So, Davy did what he knew best. He went hunting and got his men something to eat.

Years later Davy went to Congress to make sure that Tennessee got to have a say in the government. He was what is called a Representative because he represented the people of his state.

In October of 1835, when Davy was 49-years old, he decided to go to Texas. Texas did not belong to the United States at the time, it belonged to Mexico. But Texas wanted to be free. So, Davy and his men decided to help. They went to a place called the Alamo. There Davy and his men fought a very hard battle against Santa Anna. Davy and his men died and lost the battle. But, because of them, Texas became a free state.

Use the information in the story to answer the questions below.

1. From which state was Davy Crockett born?
2. What kind of house did Davy live in?
3. When Davy went to Congress what was he called?
4. How did Davy die?
5. What was Davy Crockett's contribution?