Eighth Grade Unit 2: Georgia Geography and The Prehistoric Period

Elaborated Unit Focus

This unit will focus on the relationship between human activities and natural forces and physical features. It will show that development that occurred among prehistoric cultures happened in direct relation to changes in their environment whether by migration or natural phenomena. Additionally, it will lead to an understanding of the importance of location and physical features to the development of an area and its culture.

Standards/Elements

SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.
   a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

SS8G1 The student will describe Georgia with regard to physical features and location.
   a. Locate Georgia in relation to region, nation, continent, and hemispheres.
   b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
   c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
   d. Evaluate the impact of climate on Georgia’s development.

SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

Enduring Understandings/Essential Questions

The student will understand that the movement and migration of people and ideas affects all societies involved

- How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian Period? (H1a, E1)

- What impact did environment have on the development of the prehistoric Native American cultures? (H1a, E1)

The student will understand that location affects a society’s economy, culture and development.

- Where is Georgia in terms of hemisphere, continent, nation, region and global position? (G1a)
Which North American physiographic regions are found in Georgia and what are some distinguishing characteristics of each? (G1b)

What is the relative location of these physiographic regions within the boundaries of the State? (G1b)

The student will understand how particular physical and cultural features and climate have affected development of Georgia.

- What are the significant physical features of Georgia that have impacted its development? (G1c)
- How is the impact of these features manifested? (G1c)
- How has climate played a role in development? (G1d)

NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

### Balanced Assessment Plan

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the changes in prehistoric Native American cultures using artifacts, models and/or traditions/practices. Include how changes in environment played a role also. This could be done in chart or graphic organizer form.</td>
<td>SS8H1a, SS8E1</td>
<td>Constructed response, Self Assessment</td>
</tr>
<tr>
<td>Pretend you are a tour guide on a tour of the universe. Using a map or globe as a prop, present a short narrative explaining the location of Georgia to your passengers. Identify Georgia in terms of hemisphere, continent, country, region, latitude and longitude.</td>
<td>SS8G1a</td>
<td>Selected Response, Dialogue</td>
</tr>
<tr>
<td>Using materials of your choice (paper maché, colored pencils, clay, etc.) create a topographic map of the eastern US label those regions which extend into Georgia.</td>
<td>SS8G1b</td>
<td>Constructed Response</td>
</tr>
<tr>
<td>Given an outline map. Locate and label the physical features listed in the standard. For each, include how these features might benefit the people of Georgia.</td>
<td>SS8G1c</td>
<td>Constructed Response, Dialogue</td>
</tr>
</tbody>
</table>
Sample Performance Task

Enduring Understanding: The student will understand that location affects a society’s economy, culture, and development.

You have been hired by the Georgia tourism board to create an informational poster that will be displayed at all rest stops along Georgia’s interstate system. The objective of this advertising is to attract more people to Georgia’s workforce by explaining the relationship between each region and its economy, culture, and development. The format will consist of a collage of pictures which represent the 5 physiographic regions of Georgia.

You must first research each of the regions and find information regarding landforms, natural resources, economic activity, population, climate and physical features. Sources for your research are listed below. As you do this research, collect pictures representative of the criteria for each region to use in your collage. Of course you will not be able to find pictures to represent all of the criteria for each region so your research will be very important. Create a table to display the information you gather in your research. Remember to address each of the topics listed.

You should think of a slogan for each of the regions which relates geography to the main economic activities. For example, historically, the New England colonies were also called the fish basket. Their location and climate dictated the primary economic activities: fishing and ship building. Come up with a similar slogan or term for each of Georgia’s regions. People will want to know they can make a living there if they relocate.

Finally, prepare a short narrative explaining the relationship between geographic factors (such as those studied) and economic activity of an area (SS8G1, SS8E1)

| Map and Globe Skills: 4, 12 | Information Processing Skills: 1, 11, 9, 2 |

Note concerning rubrics: Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.
### Content Rubric for Performance Task

<table>
<thead>
<tr>
<th>Scale Criteria</th>
<th>Does Not Meet Standard</th>
<th>Needs Improvement</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describes the five geographic regions of Georgia</strong></td>
<td>Is not able to depict and describe at least 3 of 4 prescribed criteria (Topography, economy, population density, climate) for all regions</td>
<td>Is able to correctly describe 3 of 4 prescribed criteria (Topography, economy, population density, climate) for all regions</td>
<td>Accurately describes how each of the regions are alike in terms of topography, economy, population density and climate</td>
<td>All of 3 and additional Accurate information ie: current events, political issues, etc.</td>
</tr>
<tr>
<td><strong>Describe the differences between Regions</strong></td>
<td>Is not able to describe at least 3 of 4 prescribed criteria (Topography, economy, population density, climate) for all regions</td>
<td>Is able to correctly describe 3 of 4 prescribed criteria (Topography, economy, population density, climate) for all regions</td>
<td>Accurately identifies major differences between regions; population density, economy and climate</td>
<td>All of 3 and additional accurate information ie: current events, political issues, etc.</td>
</tr>
<tr>
<td><strong>Describes main economic activity using a created slogan</strong></td>
<td>Is not able to identify a term which relates economic activity to geography for at least 4 regions</td>
<td>Uses a term which relates geography to main economic activity for less of the regions</td>
<td>Uses a term which correctly relates main economic activity with geography of all regions</td>
<td>Uses a term of phrase which correctly relates the main economic activities with the geography</td>
</tr>
<tr>
<td><strong>Analyzes the impact of location on the selected region.</strong></td>
<td>Is unable to make a connection between economic activity and geography</td>
<td>Has some idea that a relationship exists but is unable to explain how geography impacts economic activities of an area</td>
<td>Student accurately explains the impact of geographic traits on economic activity of an area</td>
<td>Student accurately explains the impact of geographic traits on economic activity of an area including accurate historical and current examples.</td>
</tr>
</tbody>
</table>

### Product Rubric

<table>
<thead>
<tr>
<th>Scale Criteria</th>
<th>Does Not Meet Expectation</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collage of pictures is neat and presentable</strong></td>
<td>Pictures are too small or unclear. Most of the surface area is visible. Pictures are ripped or wrinkled and glue or tape is visible all around pictures.</td>
<td>Some pictures are too small to see from a couple of feet away. Pictures do not cover most of surface area. Some glue and or tape is visible.</td>
<td>Pictures are big enough to be seen from several feet away and cover most of surface. No glue or tape is visible.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Information presented in table with at least 6 categories</strong></td>
<td>Information is not presented in a table.</td>
<td>Table is structured appropriately but is missing information.</td>
<td>Table is structured appropriately and all information is included.</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Narrative follows correct grammar and mechanics</strong></td>
<td>Numerous spelling/grammar errors. Paragraph is less than 3 sentences.</td>
<td>Several spelling/grammar errors. Paragraph is too brief at 3-4 sentences.</td>
<td>Few, if any, spelling errors. Written in paragraph form with 5 or more sentences.</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Resources for Unit

- Map of Georgia Regions  To accurately locate regions and replicate for collage
- *Newspapers, Magazines, Pictures and Photographs from across Georgia.* (Georgia Magazine, Flint Electric Publications, tourism pamphlets, Georgia Forestry magazines, photos from family vacations.
- [www.georgiaencyclopedia.com](http://www.georgiaencyclopedia.com) Resource to do research on Regions. Includes photos
- [www.ngeorgia.com](http://www.ngeorgia.com) Resource to do research on Regions includes photos
- [www.socialstudiesresources.com](http://www.socialstudiesresources.com) Eighth Grade Social Studies Program for Georgia: Georgia and the American Experience: History Highlights (Lessons 1-5)
- [http://www.gpb.org/GeorgiaStories/searchResults1776.jsp](http://www.gpb.org/GeorgiaStories/searchResults1776.jsp) Georgia Stories: Video clips which provide information on the topic. The link is to the Georgia Studies website however, these videos are available on united streaming.
- Thesaurus: may be helpful in creating slogans for the regions.

This unit was created by Faye Smith and Evie Stephens. Additional tasks were created by Walter Harris, Jody Osler, and Jason White. The unit was approved by the Social Studies Advisory Council and the Georgia DOE Social Studies staff. This document was last updated on 11/16/09 by Shaun Owen (sowen@doe.k12.ga.us).