

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Georgia Studies Social Studies Course.

8th Grade Georgia Studies - Unit 10 – Modern Georgia	
Elaborated Unit Focus	The student will understand how various individuals and political changes have impacted life in Georgia since 1970. Students will discover ways that our economy is driven by production, distribution, and consumption of goods and services. Students will evaluate the relevance and impact of the migration/movement of non-English speaking people to our state.
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • Production, Distribution, and Consumption • Migration/Movement • Individuals, Groups, Institutions
GSE for Social Studies (standards and elements)	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.</p> <p>b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.</p> <p>c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.</p> <p>d. Analyze Georgia’s role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.</p> <p>SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.</p> <p>a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deep water ports, and railroads interact to support the exchange of goods and services domestically and internationally</p> <p>b. Explain how the four transportation systems provide jobs for Georgians.</p>

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<ul style="list-style-type: none"> • Compare similarities and differences • Distinguish between fact and opinion • Identify and use primary and secondary sources • Draw conclusions and make generalizations • Analyze graph and diagrams



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 Production, Distribution, and Consumption	<ol style="list-style-type: none"> 1. How can location and beliefs impact a society? <ol style="list-style-type: none"> a. Why does one depend on another from production to distribution to consumption? b. How does Georgia benefit from production of certain goods? c. What makes Georgia special in regards to production of certain services?
Enduring Understanding 2 Migration/Movement	<ol style="list-style-type: none"> 1. How does migration affect a society? <ol style="list-style-type: none"> a. How does migration cause change? b. Who benefits from migration? c. How does Georgia benefit with regards to geographical location for movement?
Enduring Understanding 3 Individuals, Groups, Institutions	<ol style="list-style-type: none"> 1. How can change be good and bad? <ol style="list-style-type: none"> a. How can one person cause so much change? b. How can the beliefs of one person influence a society? c. How can one person have an impact on economy?

Sample Instructional Activities/Assessments

Maynard Jackson Annotated Illustration

Description –Students will complete the activity after they have read and annotated the following interview with Maynard Jackson and Jackie Shearer as she speaks with him about his political life in Atlanta and life growing up in Georgia during the Civil Rights Movement.

Students will need either a copy of the interview or access to the following primary source website:

<http://digital.wustl.edu/e/eii/eiiweb/jac5427.0710.075maynardjackson.html>

Student are to complete the activity listed below after they have read the document.

<p>GSE Standards and Elements</p>	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>Distinguish between fact and opinion</p> <p>Individuals, Groups, Institutions</p>

Maynard Jackson Annotated Illustration

Your task: Draw an illustration of Maynard Jackson based on the image you got of Jackson after reading the interview of Jackson and Jackie Shearer. Annotate this with text labels and descriptions of the key points in the picture.

Instructions:

1. Draw a full page what comes to your mind after reading the interview. This doesn't have to be specifically a picture of Maynard Jackson. It could be something that you learned he stood for based on what he says in the interview. It can be a collage of different images or a single image. It is your choice.
2. Neatly write a title identifying the image.
3. Write a minimum of 7 annotations at least 3 sentences in length each to describe various parts of your drawing. Number these 1-7 on your paper.
4. Once you have completed #1-3, you are to respond to the following reflection question:
 - How did Maynard Jackson impact the development of Atlanta? Use evidence from the interview.

Andrew Young's In N' Out Chart

Description

Students should complete the activity that demonstrates their understanding of the impact Andrew Young has had on Atlanta and the development of Georgia.

Students will need the activity attached below as well as access to the following two websites:

- 1) <http://www.biography.com/people/andrew-young-jr-9539326>
- 2) <http://www.blackpast.org/aah/young-andrew-1932>

GSE Standards and Elements	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Draw conclusions and make generalizations</p> <p>Individuals, Groups, Institutions</p>

Andrew Young's In N' Out Chart

Your Job: Copy and complete the graphic organizer below which highlights the events and people that influenced a Andrew Young as well as the contributions of Young.

Directions:

1. Do not write the words in the example below, they are simply showing what goes in each arrow.
2. In the center box write Andrew Young and draw a picture to represent them.
3. In the arrows labeled "Influence"

-write something that influenced (helped, encouraged, inspired, etc.) the Andrew Young. This could be something from someone else or from society itself.

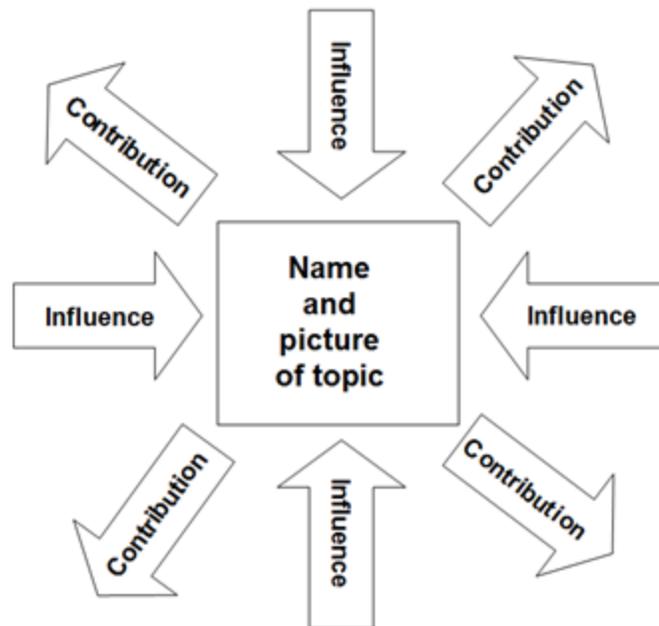
-For example, for the Roman Empire you might put "Greek architecture"

4. In the arrows labeled "Contribution"

-write something that the Andrew Young contributed (gave, taught, shared) to others (inventions, ideas, etc.).

-For example, for the Roman Empire you might put "Latin language"

5. At the bottom or on the back of your chart explain how Andrew Young has been instrumental in the development of Atlanta throughout his life.



Jimmy Carter Pop Up Activity

Description

The following activity has students investigating three time periods in Jimmy Carter’s life and the impact he had on Georgia. Students will need the attached activity below as well as access to the documents found on the following websites:

- 1) Secondary Source: <http://www.georgiaencyclopedia.org/articles/government-politics/jimmy-carter-b-1924>
- 2) Primary and Secondary Source Collections: <https://www.jimmycarterlibrary.gov/documents/>

<p>GSE Standards and Elements</p>	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Identify and use primary and secondary sources</p> <p>Individuals, Groups, Institutions; Production, Distribution, Consumption</p>

Jimmy Carter Pop UP

Your Task: Using the websites provided to you by your teacher, create a 3-D pop up display that most represents 3 important periods (State Senator, Governor, and President) of Jimmy Carter’s political career.

Set up:

- Fold the top side of a white paper to the bottom to divide it in half.
- Divide the top half into 3 columns. Do not divide the bottom half.
- Using another paper or an index card cut out an outline of a human like this:



Instructions:

1. On the bottom half of the paper draw and color a **detailed** map of the Georgia.
2. On the cut-out human draw and color clothing that represents a Jimmy Carter. You may also give him accessories that represent things during his political career.
3. In each of the 3 columns on the top half of the paper:
 - a. Write the 1) State Senator 2) Governor 3) President.
 - b. Draw and color a picture representing that particular time period in Jimmy Carter’s political career.
 - c. Write three sentences providing facts about that this time period and the impact he had on Georgia.
4. Tape or staple the “FOLD” section of the Jimmy Carter figure onto the map so that he “pops up”.

Carter and the Iranian Hostage Crisis

Description-Students should be able to describe the role Jimmy Carter in Georgia as state senator, governor, President, and past President. This activity will give the students insight into a critical time during Carter’s Presidency, the Iranian Hostage Crisis.

Students will read and analyze a primary source (letter written by Jimmy Carter to Ayatollah Ruhollah Khomeini)

- 1) Primary Source: <https://www.archives.gov/files/historical-docs/doc-content/images/carter-letter-iran-hostages.pdf>
- 2) 6 C’s Document Analysis Sheet: https://historytech.files.wordpress.com/2016/03/6cs_primary_source-1.pdf

GSE Standards and Elements	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>N/A</p> <p>Individuals, Groups, Institutions</p>

THE WHITE HOUSE

WASHINGTON

November 6, 1979

Dear Ayatollah Khomeini:

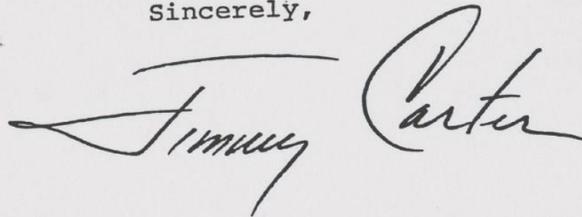
Based on the willingness of the Revolutionary Council to receive them, I am asking two distinguished Americans, Mr. Ramsey Clark and Mr. William G. Miller, to carry this letter to you and to discuss with you and your designees the situation in Tehran and the full range of current issues between the U.S. and Iran.

In the name of the American people, I ask that you release unharmed all Americans presently detained in Iran and those held with them and allow them to leave your country safely and without delay. I ask you to recognize the compelling humanitarian reasons, firmly based in international law, for doing so.

I have asked both men to meet with you and to hear from you your perspective on events in Iran and the problems which have arisen between our two countries. The people of the United States desire to have relations with Iran based upon equality, mutual respect, and friendship.

They will report to me immediately upon their return.

Sincerely,



His Excellency
Ayatollah Khomeini
Qom, Iran

DECLASSIFIED
NSC 4/22/85 12 MC-84-10
BY AIE NARS. DATE 4/29/85

THE 6 C'S of PRIMARY SOURCE ANALYSIS

<p>CONTENT Main Idea <i>Describe in detail what you see.</i></p>	<p>CITATION Author/Creator <i>When was this created?</i></p>
<p>CONTEXT What is going on in the world, the country, the region, or the locality when this was created?</p>	<p>CONNECTIONS Prior Knowledge <i>Link the primary source to other things that you already know or have learned about.</i></p>
<p>COMMUNICATION Point-of-view or bias <i>Is this source reliable?</i></p>	<p>CONCLUSIONS How does the primary source contribute to our understanding of history?</p>

What questions do you have about this source?

What other source might you need to gain a deeper understandings of the topic?



Say-Mean-Matter 1996 Olympics

Description

Students will complete the “Say-Mean-Matter” document analysis sheet (attached below) as they read and analyze the document found: <http://www.npr.org/2011/08/04/138926167/the-economic-legacy-of-atlantas-olympic-games>
 The website has an embedded podcast that students can listen to gain a better understanding of the short-term and long-term impact this event had on Georgia. If it isn’t possible for students to listen to the document, you may elect to copy the transcript. (Podcast and transcript are found to the left of the title of the document).

<p>GSE Standards and Elements</p>	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text. Draw conclusions and make generalizations Production, Distribution, Consumption</p>

How did the 1996 Olympics impact Georgia’s economics and population both short-term and long-

Document number or letter :	Source - Where did the document come from?
Title of Document:	Author Point of View or Possible Bias
Date of Document:	
Author of Document:	
primary source OR secondary source <i>(circle one)</i>	

Say	Mean
<p><u>FACT:</u> Write quotes from the document that gives you information to help you answer the question. What is the document SAYING that helps you understand how to answer the question? Do NOT forget to cite (Doc</p>	<p><u>INFERENCE:</u> What does the fact MEAN? How does it help answer the question? What can I learn from the document that is not openly stated in the document (what educated guess can I make about this fact)? Response should be a complete sentence.</p>
Matter	
<p><u>ARGUMENT:</u> From the SAY and MEAN, how does this information help answer the question to understand how it MATTERS? <i>Answer your question in a complete sentence, RESTATING the question in your answer.</i></p>	

What is the main idea of the document?

Placemat Activity: Pros and Cons of 1996 Olympics to Georgia

Description

Working in groups of four, each student should be assigned an article. Students should read and evaluate each document to answer the question: **What was the positive and negative impact that the 1996 Olympics had on Georgia in regards to its short-term and long-term economic growth and population growth?**

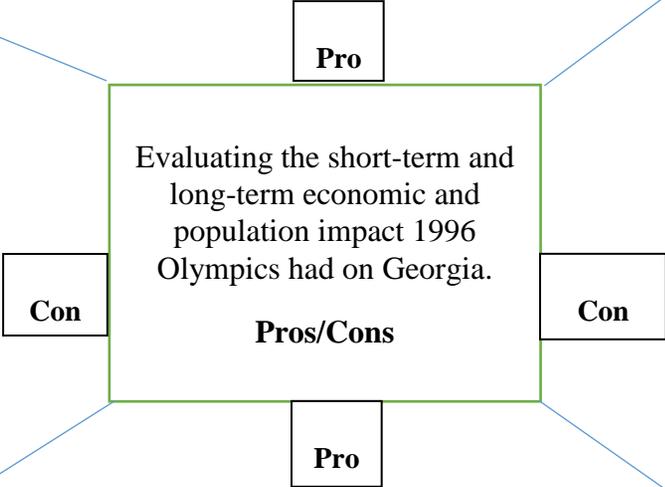
In order to complete this activity, student should be complete this in groups of four.

- 1) Assign one article to each student. Students should read and annotate their article to determine the author’s point of view.
- 2) Each student is allowed to share out their article with their group. Students must determine what the articles state were pros and cons have Georgia hosting the 1996 Olympics to both the economy and the population.
- 3) As students share what their article states, they should be recording the pros and cons on the Placemat Graphic Organizer.

*The four articles are attached below.

NOTE: The Placemat Graphic Organizer is attached below, but this works best if it can be printed on a full sheet (8.5x11 or bigger). Therefore the attachment can serve as an example of how the actual placemat should be formatted.

GSE Standards and Elements	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Draw conclusions and make generalizations</p> <p>Production, Distribution, Consumption</p>



What was the positive and negative impact that the 1996 Olympics had on Georgia in regards to its short-term and long-term economic growth and population growth?

Document 1:

Olympics' impact on Atlanta still subject to debate

1996 Summer Games enhanced city's global reputation, but some see few benefits

September 21, 2009, By Dahleen Glanton, Tribune reporter

ATLANTA — on hot days, children frolic in the cooling waters of the Fountain of Rings at Centennial Olympic Park.

At night, the fountain transforms into an illuminating spectacle of synchronized lights and water jetting 15 to 35 feet in the air to the sounds of Tchaikovsky's "1812 Overture" or "Under the Sea" from "The Little Mermaid."

The fountain is the centerpiece of Atlanta's finest public park -- a \$57 million gift to the city after the 1996 Centennial Olympic Games.

"Atlanta benefited more than any other city in the history of the Olympics," said A.D. Frazier, the chief operating officer for the Atlanta Committee for the Olympic Games. "Afterward, we had no debt and we left behind a legacy of privately funded structures the city would not have seen otherwise."

Thirteen years later, the financial legacy of the Olympics in Atlanta is harder to detect. Like many major cities, Atlanta has fallen victim to the recession, forced to lay off teachers and city workers while slashing services. The City Council recently voted to raise property taxes to cover a \$56 million budget deficit.

Twenty years ago, when Atlanta decided to bid for the games, it was a fairly well-known Southern city that dreamed of rising to international prominence.

Winning the Olympic bid catapulted Atlanta into the big leagues, giving it name recognition around the globe. Atlanta's \$1.7 billion private-funded investment in hosting the games helped revitalize its sluggish downtown and poured \$5 billion into the metropolitan area's economy during the next decade, according to the Metro Atlanta Chamber of Commerce.

Atlanta's cost was less than half of the \$4.8 billion Chicago has estimated it will need to raise if the city is awarded the 2016 Olympic Games.

According to Billy Payne, the Atlanta businessman who spearheaded the city's bid, the greatest gift was not the economic benefits but the pride that still lingers from having hosted the Olympics.

"Winning the games is the most uplifting, prideful, beat-on-your-chest moment Atlantans ever experienced," said Payne, whose bronze statue stands in Centennial Park. "If you win a Super Bowl and a World Series and multiply it by 100, that is the passion and pride you feel about the opportunity to welcome the world to your community."

Most of Atlanta's downtown growth, the chamber of commerce said, was directly related to Centennial Park, the anchor for more than \$1.8 billion in hotels, office buildings and high-rise apartments built since the Olympics.

"It consolidated efforts by Atlanta's business community and political community to say to international travelers and investors that this is great place to come and engage in commerce, and that has really boosted the city," said Michael Lomax, who headed the authority responsible for venue development.

Critics, however, said the city got too caught up in the glamour of hosting the games and lost sight of long-term goals such improving infrastructure and community development.

Olympic organizers point to the more than \$500 million in new venues awarded to the Atlanta area at the end of the games, at no cost to taxpayers.

Atlanta was left with a \$209 million baseball facility, formerly the Olympic Stadium and now Turner Field, home of the Atlanta Braves.

Georgia State University, primarily a commuter school, ended up with the Olympic Village housing complex -- an \$85 million, 2,000-bed dormitory.

Georgia Tech got a \$24 million swimming and diving center and a \$12 million makeover of its coliseum. The city's historically black colleges -- Morehouse, Morris Brown, Spelman and Clark Atlanta -- received \$89 million in athletic facilities. Other cities landed a white-water rowing center, a tennis stadium and an international horse park.

But the crown jewel was Centennial Park. What had been a 21-acre blighted eyesore on the edge of downtown was transformed into a dazzling central gathering spot for entertainment and mingling during the Olympics.

It was here that the greatest scar on the Olympics occurred -- a bombing that killed one woman and injured more than 100.

Except for the flameless cauldron that towers over Turner Field, Centennial Park, with its international flags, memorial quilts and Greek columns, is the only obvious indication that Atlanta once hosted the Olympics.

That is something that troubles Andrew Young, the former Atlanta mayor who lobbied for the games.

"I wanted some kind of Olympic symbol placed on the front of every facility we built. It could have been just a little fountain or something celebrating the Olympics, but we were afraid to spend too much money," Young said.

Atlanta spent about \$6 million in its two-year bid to win the Olympics, Young said. Afterward, the fundraising organization was broke, he said.

"When they said, 'You've won the Olympics,' they gave us a letter and a bill for \$1.5 million for the victory party. Frankly, we didn't have a penny," Young said.

That's when the committee turned to private investors.

Richard Padgett, who headed the Downtown Development Authority, said it was a mistake for Atlanta to try to finance the Olympics only with private funds. As a result, he said, the city missed an opportunity to solicit state and federal funds to revitalize neighborhoods and upgrade infrastructure, such as roads and an aged sewer system that the city is now spending \$4 billion to replace.

"We got a baseball stadium and a very nice public park in the heart of the city. It's tough to say there were a whole lot of results other than that," Padgett said. "The business community believes it got what it wanted. But not everyone is sure we got enough."

There is one lesson most agree can be learned from the Atlanta experience: Everyone wants a piece of the pie, but there will never be enough to go around.

Homeowners who thought they could rent out their homes for big profit were disappointed. Vendors, mostly small and minority business owners, who paid \$10,000 to \$20,000 to sell their wares on the street ended up suing the city after going bankrupt. Every community lobbied for a venue, but only a handful got them.

"This is not a get-rich-quick program," said Munson Steed, who was awarded the contract to market the games. "The Olympics is about economic development of cities' institutions. It's a corporate event, not a common-person event."

Source: "Olympics' impact on Atlanta still subject to debate." *Tribunedigital-chicagotribune*. N.p., 21 Sept. 2009. Web. 24 Jan. 2016.

What was the positive and negative impact that the 1996 Olympics had on Georgia in regards to its short-term and long-term economic growth and population growth?

Document 2

ATLANTA MAYOR HAILS LEGACIES OF 1996 OLYMPIC GAMES

THE MAYOR OF ATLANTA, KASIM REED, HAS HAILED THE 1996 OLYMPIC GAMES FOR PROVIDING THE CITY WITH A NUMBER OF SIGNIFICANT LEGACIES, WHICH RESIDENTS ARE STILL BENEFITING FROM MORE THAN 15 YEARS AFTER THE GAMES ENDED.

“As Mayor of the City of Atlanta, I cannot say enough about the direct and continued impact of the Centennial Olympic Games upon our city and on our goal to become one of the world’s leading cities,” he told olympic.org.

Reed went on to highlight the economic benefits of hosting the Games, which helped brand Atlanta to 70 per cent of the world’s population according to local city groups. Polls conducted before and after 1996 also revealed that positive perceptions of the city amongst corporate decision makers nearly doubled as a result of hosting the Games.

“When we hosted the Olympic Games in 1996, we staked our claim as an international city, drawing more attendees than any prior Olympics and transforming Atlanta both economically and culturally,” he said. “The Games created a direct economic impact of at least US\$5bn and branded Atlanta to the world as a first-class place to do business, live and visit.”

Reed also emphasized how the city is still enjoying Games legacies, such as Centennial Olympic Park, which transformed a previously rundown 21-acre industrial district into a dazzling central gathering spot for entertainment and socializing, leading to further tourism developments in the area.

“More than 15 years later, Atlanta still benefits from its Olympic legacy and the evidence can be seen throughout downtown and surrounding neighborhoods,” he said. “The development of Centennial Olympic Park transformed a blighted area between the Georgia World Congress Center and Atlanta’s hotel district into a thriving business and tourism center. This spirit of change continued with the opening of world-class attractions such as the Georgia Aquarium, the World of Coca-Cola and, soon, the National Center for Civil and Human Rights.”

Source: "Atlanta Mayor hails legacies of 1996 Olympic Games." *International Olympic Committee*. N.p., 20 July 2016. Web. 03 Mar. 2017.

What was the positive and negative impact that the 1996 Olympics had on Georgia in regards to its short-term and long-term economic growth and population growth?

Document 3

How the Olympics Changed Atlanta, And What Boston Could Learn

June 03, 2015

By Curt Nickisch

ATLANTA — This is the last U.S. city to host the Summer Olympics.

Atlanta scored an upset when the International Olympic Committee in 1990 chose it over five other cities to host the 1996 games, not long after Los Angeles hosted in 1984. Atlanta was not considered a world-class city.

Set amid rolling hills far from an ocean port or a major river, Atlanta was mainly a ground and air transportation hub with a reputation for hospitality. Even so, Atlanta even beat out Athens, which was bidding to be the sentimental host of the 100th anniversary of the modern Olympics.

But that upset win did not surprise Shirley Franklin.

"Atlanta has been boasting about Atlanta for a long time," she says, laughing. "So the Olympics was not the first time!"

Back in the early '90s, Franklin was in local government, helping to run the city of 3.4 million people. After Atlanta won the bid, she joined the local Olympics organizing group, taking charge of relations with labor unions, civil rights and community organizations.

On a recent trip, Franklin drove me around Atlanta, showing me how the '96 Summer Games changed the city.

"So all this housing that we're passing on the right is new, and came because of the Olympics," she says from behind the wheel of her car.

Driving through Summerhill, a neighborhood bordering the Olympic Stadium, Franklin stops on a street of single-family homes overlooking a field with a huge track with joggers on it. The park was the practice field for track and field events.

"In this small neighborhood of let's say 4,000 people, you had 1,000 vacant properties," Franklin says.

The local Olympics committee funded the park. And millions of dollars of community grants poured into the neighborhood. Some blighted houses were demolished. New buildings went up, providing mixed-income housing and single-family homes. So did basic things like streetlights.

Franklin said Atlanta had always wanted to revitalize its poor neighborhoods, many of them majority African-American. She said the Olympics gave the city new energy.

"The Olympics was one of those periods, one of those five-year periods, when people from all backgrounds decided to do what's right," Franklin says. "Not just to host great games, but right by the folks who lived in some of the lowest-income communities."

Not every neighborhood got as much investment and came out as well as Summerhill. On the other side of the stadium, there are boarded-up houses in the Pittsburgh neighborhood. Franklin said the community development work continues.

"As we can see, would we all have preferred not to have had the Great Recession?" she asks. "Yes. I'm sure this community has suffered some but not the way it would have had it not had this huge new investment."

And considering the debate going on in Boston over potentially hosting the 2024 Olympics, what Franklin said next might seem like crazy talk.

"I don't know anybody in Atlanta who didn't think the Olympics were good," Franklin says. "Were they perfect? No. I don't know anyone who thought it was bad for Atlanta."

A Changed Downtown

Outside of Atlanta, people remember the 1996 Olympics as the one with the bombing. But in Atlanta, almost across the board, people say the Olympics changed their city for the better. Some go so far as to say the Games *transformed* Atlanta, especially downtown.

On hot days — and there are plenty of those in "Hotlanta" — Centennial Olympic Park, located downtown, gets really popular.

"I'm very much grateful for the fountain!" laughs Nyshelle Daniel, who brought her three kids to play in the "Fountain of Rings" in the shape of the Olympic logo.

Before 1996, the park was an area of rundown warehouses. It was not part of the original plan. Private money, \$75 million of it, turned 21 acres into the centerpiece park for the Olympics and, today, downtown Atlanta.

Daniel remembers how the games shaped her neighborhood, too: It got sidewalks.

"Then they started putting up more historical displays," she recalls. "So not just this [downtown park] — it pretty much brought up the morale of a lot of neighborhoods that contribute to the city of Atlanta that a lot of people weren't aware of."

Another at the fountain, Tiffany Arnold, came to Atlanta after the Olympics.

"I used to live around the corner, but I didn't have any kids then," she says. "But now that I have a daughter, I get to bring her out here."

Arnold moved into the first new housing development downtown in decades. The developer got a lease from the Olympics organizers to house security officers during the games. That cash helped cover the upfront construction costs. Afterward it became an apartment building.

"We now have 10 times more residents living down here than we had before the games," says George Hirthler, who was part of Atlanta's bid to get the 1996 Olympics. He said before the games, downtown was just a bunch of office buildings where workers fled to the comfy suburbs at night. He said city officials had always wanted more people living downtown, and the Olympics was key turning point.

"In some ways, it's the greatest engine a city can harness," Hirthler says. "Because it's going to drive you toward that deadline and you can accomplish a lot more. If you've got the games and the money that is coming in from the games, you can accomplish a lot more with them than you possibly can without them."

Why not just build a fountain? "Nobody would have ever built a fountain here," Hirthler says. "It wouldn't have happened."

Georgia State University professor Harvey Newman said the '96 Olympics had an uneven impact across Atlanta. Some neighborhoods like Summerhill and the one around the birth home of Martin Luther King Jr., got the bulk of the investment, along with downtown.

"Overall very positive," Newman says of the impact. "It enabled us to do some things that the city's leadership had been trying to accomplish for many years."

Newman also says the Olympics provided a deadline.

"You had a goal, you had a timeframe," he says. "And it was incredibly important to get everything right and get ready for company coming to town."

Before the Olympics, organizers had conducted surveys to assess Atlanta's image globally. Respondents said they had a positive view of Atlanta, especially its casinos.

They were confusing Atlanta for Atlantic City.

"After the games, no one made that mistake," Newman says. "Because of the 5 billion people on the planet, at least 3 billion people tuned into some part of the Olympic coverage. And that was of enormous benefit."

Business grew after the games. Already home to Coca-Cola and Delta Airlines, Atlanta attracted more corporation headquarters. Nearly 20 years after the Olympics, Atlanta ranks ahead of Boston as home to Fortune 500 companies.

Professor Newman says he expected a hangover, a post-Olympics slump.

"I thought, 'No way we can sustain that,' " he says. "To my astonishment, the building frenzy that had started in the six years building up to the games was just a prelude."

When Atlanta won the bid in 1990, there were 50,000 hotel rooms in the city. By the end of the '90s, there were 100,000. And tourists kept filling them. The hangover never came.

It didn't hurt that a trend of growth was lifting the Sun Belt region, and that Atlanta revitalized its downtown ahead of a national trend of people returning to cities' urban core.

It also didn't hurt that Atlanta's Olympics operating budget ended up in the black. Local government paid \$234 million to fund direct costs of staging and planning the games, about 10 percent of the total direct cost of \$2.4 billion.

Comparing Apples And Peaches

However, preparations for the games had more lasting impact on the city than the Olympics themselves, says Franklin. She says even neighborhoods at Atlanta's edge got community-development fever.

"What happened is people started to direct their attention, and said, 'OK, we have a window of opportunity and we're going to take advantage of it,' " she says.

Because the Olympics were coming, foundations gave more money to community development. Georgia state government helped out more, too. Local companies and businesses encouraged their workers to volunteer in neighborhoods. Franklin says all of those things had a lasting impact on the city.

"In Atlanta we say, 'Well, we did it for the Olympics! Why can't we do it for this?' " Franklin says.

She should know, because six years after the Olympic flame was extinguished, she was the first black woman to be elected mayor of a major southern city, in 2002. She says the Olympics made her job easier.

"It wasn't that it happened during the Olympics," Franklin says. "What happened is that people became accustomed to getting to do new things. And trusting each other."

One example is all the development that followed around the Centennial Olympic Park downtown. The Georgia Aquarium opened in 2005 as the largest in the world. The College Football Hall of Fame opened last year, and so did the National Center for Civil and Human Rights.

"Had we not had the Olympics would any of that happen?" Franklin asks. "Possibly. Was it easier to do because we had the Olympics and we had this history of doing things together and thinking out of the box? I'd say yes."

Even so, she warns that what worked for Atlanta may well not work for Boston. After all, Boston in 2015 is a very different city than Atlanta in 1996.

Boston is older, more congested. It already has a dynamic downtown. It needs working subways, not sidewalks.

It's a little bit like comparing apples and peaches.

Franklin says Bostonians should ask themselves whether the Olympics will help the city reach its goals, as much as she believes the 1996 Summer Olympic Games did for Atlanta.

"What we learned 20 years ago," she says, "may not be exactly what you need to know today."

Source: "How The Olympics Changed Atlanta, And What Boston Could Learn." *How The Olympics Changed Atlanta, And What Boston Could Learn* / *WBUR News*. N.p., n.d. Web. 03 Mar. 2017.

What was the positive and negative impact that the 1996 Olympics had on Georgia in regards to its short-term and long-term economic growth and population growth?

Document 4

Olympic Games in 1996

Original entry by

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19 until August 4, 1996, Atlanta hosted the Centennial Summer Olympic Games, the largest event in the city's history. Local leaders hoped to use the publicity to promote Atlanta's image as an international city ready to play an important role in global commerce.

After winning the bid to host the games, Atlanta's preparations for the Olympics took more than six years and had an estimated economic impact of \$5.14 billion. In the process Atlanta changed dramatically as new sports venues were built, park space was created, sidewalks and streets were improved, and housing patterns were altered. During the seventeen days of the Olympics, more than 2 million visitors came to Atlanta, and an estimated 3.5 billion people around the world watched part of the games on television. The 1996 Olympics created a significant legacy for Atlanta and its leaders.

Preparations for the Games

In 1987 an Atlanta attorney and former football player at the University of Georgia, Billy Payne, conceived the idea of hosting the 1996 Summer Olympic Games. Atlanta mayor Andrew Young was among the first to join Payne in the quest to develop a bid and sell the proposal, first to local business leaders, then to the U.S. Olympic Committee, and finally to the members of the International Olympic Committee (IOC). The local organizing committee headed by Payne and Young produced a two-volume bid document outlining the city's plans for the sporting events, financial support, and accommodations for Olympic visitors. Major selling points of the bid were the warmth of southern hospitality and the city's unique heritage as both the birthplace of Martin Luther King Jr. and a major center of the civil rights struggle.

Atlanta competed against five other cities for the right to host the 1996 Olympics: Athens, Greece; Belgrade, Yugoslavia; Manchester, England; Melbourne, Australia; and Toronto, Canada. Payne, Young, and other volunteers traveled around the world promoting the city's bid to IOC delegates.

The rich prize of hosting the Olympics resulted in a pattern of lavish gift-giving and providing favors to IOC members that cost the six cities competing for the games in excess of \$100 million. After the selection of Atlanta in September 1990, rumors circulated that the city had used excessive gifts, or in some instances, bribes, to influence IOC voting, but no evidence came to light until documents were released as part of a 1999 congressional investigation into Olympic bidding in the wake of a scandal

in Salt Lake City, Utah. This pattern of attempting to influence IOC members appears to have been the norm among all the competing cities at the time.

Preparations for the games were intense. Many of Atlanta's sports venues had to be expanded, and other entirely new venues needed to be designed and built. Funds came from a variety of sources, including more than \$1 billion in public money as well as ticket sales and corporate sponsorships that were sold to many types of businesses, from television game show production companies to automobile, watch, and salad-dressing manufacturers.

Private investment also came in the form of hotel construction as approximately 7,500 rooms were built between 1990 and the opening of the games. This brought the number of hotel rooms in the Atlanta area to more than 60,000. National chains opened themed restaurants along Peachtree Street in hopes of profiting from the crowds of Olympic visitors. The federal government spent millions of dollars on replacing sidewalks, posting pedestrian signs, planting trees, installing new lighting, and displaying public art. As soon as the streets in the downtown area were fixed up for Olympic visitors, a representative of the city government leased space to temporary vendors in tents, stalls, and carts, creating a carnival atmosphere that became the subject of much controversy.

Let the Games Begin

The opening ceremony on July 19 attracted a capacity crowd of 83,000 to the Olympic Stadium for a display honoring southern culture and the 100th anniversary of the modern Olympic movement. The artistic success of the opening ceremonies gave way to problems when the athletic competitions began the next day. Members of the international press corps experienced transportation problems getting to venues near downtown from their housing in scattered locations throughout the metropolitan area. Many journalists were late or missed events as some buses broke down and a few drivers became lost. There were also delays in reporting the results of athletic events as a state-of-the-art computer system failed to deliver data from the various competition sites. This caused missed deadlines and added to the frustration of journalists from all over the world. Their reports on the games were critical of local organizers and the city itself.

Those who came to watch the athletes were not disappointed by the 10,318 competitors representing 197 nations in 26 sports. Other visitors came to Atlanta just to be a part of the huge event, creating a lively crowd enjoying free concerts in Centennial Olympic Park and other activities downtown. The pleasant mood of the Olympics changed suddenly in the early morning of July 27, when a pipe bomb exploded in Centennial Olympic Park during a concert, causing two deaths and more than 100 injuries. While the athletic competition continued, security became tighter for subsequent Olympic events.

The Legacy of the 1996 Olympic Games

Following the closing ceremony on August 4, there were mixed assessments of the games. Surveys showed that most visitors were impressed with Atlanta's efforts to host the games and left with a favorable opinion of the city. The members of the IOC were pleased with the athletic competition, the all-time high attendance, and the television coverage. On the other hand, they were critical of the commercialism surrounding the Atlanta games and the problems affecting international journalists.

Downtown Atlanta received several tangible legacies from the Olympics, like its improved pedestrian environment. One of the preparations for the games included the construction of new housing and the conversion of existing buildings into lofts, which gave the city a round-the-clock population that helped reverse several decades of decline. Housing in several low-income neighborhoods near downtown also changed in preparation for the games. For example, the Techwood Homes public housing project was replaced by mixed-income apartments and dormitories to house Olympic athletes. Many of Atlanta's sports facilities were replaced or upgraded for the Olympics, including the Olympic Stadium, which was later refitted as Turner Field, the home of Atlanta's professional baseball team, the Braves. The new Centennial Olympic Park provided additional greenspace and attracted investment in nearby housing and hotels. Atlanta's tourism industry also received a boost from the Olympics. During the five years after the Olympics, the number of conventions hosted by the city increased each year, and the number of international tourists also grew.

The hosting of the 1996 Olympic Games made a lasting imprint on Atlanta, bringing increased attention and investment to the greater Atlanta area from around the globe. In 2006 the city celebrated the ten-year anniversary of the games with various ceremonies and celebrations, including the opening of the Centennial Olympic Games Collection at the Atlanta History Center in July.

Source: "Olympic Games in 1996." *New Georgia Encyclopedia*. N.p., n.d. Web. 03 Mar. 2017.

Port of Savannah Economic Impact-Be the Thing

Description

Students will complete the following activity, as if they are the Port of Savannah. The activity will all directions and an example are attached below.

Students will need access to the following website to gain a better understanding of the economic impact this port has on Georgia:

- 1) Economic Impact: <http://www.gaports.com/About/EconomicImpact.aspx>
- 2) Explanation of the Ports to Georgia: <http://www.georgiaencyclopedia.org/articles/business-economy/georgia-ports-authority>

GSE Standards and Elements	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>d. Analyze Georgia’s role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Analyze graphs and diagrams</p> <p>Movement/Migration; Production, Distribution, Consumption</p>

Port of Savannah, “Be the Thing”

Your Job: Write a short personal response as if you are the PORT OF SAVANNAH that is witnessing ships come in and out of your port daily. Your response should include both emotional and physical feelings of the Port of Savannah. Things to consider as you write are: how do you support the economy of Georgia and how do you support tourism to Georgia. Imagine *you* are the thing! BE CREATIVE!

Your response must:

- Be at least two complete paragraphs in length.
- Describe the purpose and function of the Port of Savannah.
- Describe how the port might feel or what it might be thinking in its daily life.
- Mention the economic boost the Port of Savannah offers Georgia IN DETAIL.

Example: The needle for Betsy Ross as she sewed the flag.

Whoa! Where am I? I was just minding my own business and now “BOOM!” I’m here in her hand. Oh boy! What is this...? “Front stitch, back stitch, front stitch back stitch.” She keeps saying this late into the night. Every night. My mom told me I had a big job for our nation. I didn’t know Betsy would pick me. I can’t believe it! We are just starting, but this sure is a pretty shade of red my owner picked. But wow! THIS fabric is thick. IT really hurts as she pushed my through the fabric. I can’t let her down though. I can’t let my country down. I can’t believe I am helping her sew the flag that will represent our nation one day!

Ha, just think, if I hadn’t been here, Ms. Ross may not have been able to fulfill the job that George Washington has asked her to do. I’ll admit though, I’m a little jealous of my brothers and sisters right now that are quietly resting in her sewing kit. This is a lot of work! I will go down in history. No one ever considered how important my job was to help Betsy Ross sew this beautiful flag. Now *that* thing will go down in history! Nobody ever thinks of how important I am though. After all, Ms. Ross is a widow now, and she is trying to keep her upholstery business going. General George Washington asking her to sew a new flag to represent the first flag will surely bring her the recognition she needs to get her business in a better shape, and I am so thankful I can be the one to help her do this, for herself and her children. I also know that by me being the needle chosen to do the job will help ensure the Continental Congress promote national pride.

I know one day I’ll be rusty, and no one will think of me again. Hey, it happens to all of us. At least I know I’ll have served a great purpose. This woman and the flag are going to change the world and I got to be a part of it.

Georgia's Role Top Ten

Description

Students should work in groups to analyze and compare the industries of Georgia. Then they are to complete activity attached below.

Students will need access to the following website to complete the Top Ten activity:

<http://www.georgia.org/industries/georgia-tourism/industry-research/>

GSE Standards and Elements	SS8H12 Explain the importance of developments in Georgia since the late 20th century d. Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Compare similarities and differences Production, Distribution, Consumption

“The Role of Georgia” Top Ten

Your Job: Create a list contributions and achievements that Georgia has had on the national and global economy in the 21st century and then rank them.

Instructions:

1. Create a list of 10 achievements that Georgia has had on a national and global aspect with regards to the economy in the 21st century.
2. Rewrite your list in order of importance with your top item being the most important down to ten being the least important.
3. For each item write one sentence explaining why you ranked it where you did. (That would be 10 total sentences.) These can either be part of your ranking list or in a separate section at the bottom of your list.
4. Once you have done steps 1-3, summarize your findings to complete the following writing prompt: How has Georgia benefitted the economy both nationally and globally?

SS8H12 Mind Map

Description

After students have completed the standard SS8H12, they should complete the following activity in which they “map” all of the terms related to the unit. All directions are included in the attachment below.

<p>GSE Standards and Elements</p>	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.</p> <p>b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.</p> <p>c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.</p> <p>d. Analyze Georgia’s role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>N/A</p> <p>Movement/Migration; Production, Distribution, Consumption; Individuals, Groups, Institutions</p>

SS8H12 Mind Map

Your task: Whenever we learn new things our brain makes connections to other things we already know. You will create a visual map that shows how your brain connects the terms from standard SS8H12. Your end result will be something like a web. Make your map look unique and artistic.

Instructions:

1. Create a list of 20 things (people, places, ideas, inventions, etc.) from the unit.
2. Create a rough draft of your mind map.
 - a. On a regular paper write the title of the unit in a bubble in the middle of the page.
 - b. Draw another bubble with one of the words from your list of 20 connected to the first bubble anywhere on the page.
 - c. Draw another bubble with another word. Connect it either to the first bubble or to the other word. (If they are related in some way).
 - d. Continue adding bubbles and connections until all 20 words are in a bubble and connected to some other bubble.
 - e. Look over your map and add a second connection for each bubble. **EACH BUBBLE MUST CONNECT TO AT LEAST 2 OTHER BUBBLES!**
3. Write your own definitions for 10 of the 20 words from your list in a complete sentence.
4. Choose any 10 connections you made on your map and explain why you made them in 1-2 complete sentences each. (Tell me how those two items are related other than “they both came from the same place”.) Number these 1-10 and write the number on the connection line.
5. On a large piece of construction paper create the final draft of your mind map.
 - a. If needed, rearrange your bubbles so connection lines can be as straight as possible.
 - b. Draw each bubble and word neatly. Use different colors throughout (you may choose to have your colors represent certain things, if you do be sure to include a legend showing this.)
 - c. Draw 5 pictures on your mind map which match up with either the words in the bubbles or the connections.

You be the Lawyer Activity

Description

Students should complete the following activity using what they have learned regarding Georgia’s transportation systems. The attachment below contains the directions necessary to complete the task.

<p>GSE Standards and Elements</p>	<p>SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.</p> <p>a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deep water ports, and railroads interact to support the exchange of goods and services domestically and internationally</p> <p>b. Explain how the four transportation systems provide jobs for Georgians.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>N/A</p> <p>Production, Distribution, Consumption; Movement/Migration</p>

Legal Brief

Your job: You must defend one of the four transportation systems of Georgia, as they have been accused of not contributing to the development and growth of the state’s economy. As a defense lawyer your job is to prove your client is not guilty of stated crime he/she is accused of. Write a legal brief defending either the Interstate Highway System, Hartsfield-Jackson International Airport, deep water ports, or railroads. You will create an opening statement and describe what witnesses you would call and what you would ask them.

Name of Defendant: _____

Crime Accused of: See above mentioned crime in the description “your job”

I. Opening statement- Write one paragraph summarizing the issues at hand and to introduce what you will present as evidence to defend your client.

II. Witnesses- Explain who would you call to testify for or against your client.

1. First witness to be called: _____

i. First question:

ii. Second question:

What will this witness say that will help/hurt your client?

2. Second witness to be called: _____

i. First question:

ii. Second question:

What will this witness say that will help/hurt your client?

Culminating Unit Performance Task

“Make an Impression”

Description

Students should complete the following culminating activity based on what he/she learned regarding the 1996 Olympics and the short-term and long-term impact it had on Georgia. Students may use the resources that have already been supplied throughout the unit, or they may also use the following articles found on the following websites:

- 1) <https://www.historians.org/publications-and-directories/perspectives-on-history/november-2006/atlanta-before-and-after-the-olympics>
- 2) <https://www.terry.uga.edu/media/documents/selig/olympics.pdf>
- 3) <http://grantland.com/the-triangle/the-eroding-legacy-of-the-1996-olympics-in-atlanta/>

*The above listed documents found on those websites can be used in conjunction with information students have already received throughout the unit. These are just additional suggested documents to support student’s research to complete the culminating activity.

GSE Standards and Elements	<p>SS8H12 Explain the importance of developments in Georgia since the late 20th century</p> <p>c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>Draw conclusions and make generalizations</p> <p>Production, Distribution, Consumption</p>

Make an Impression!

Your Job: You have been given a huge task of speaking before the committee that is trying to decide rather or not. Birmingham is a great city to host the Olympics.

Before the International Olympic Committee (IOC) awards an Olympic event to a city, that city has to convince the committee that it will be the best location for the year they are considering. You were a part of the “Bring the Olympics to Atlanta” organizing committee in 1990. You and your committee were successful in convincing the IOC to allow the 1996 Summer Olympics to be hosted by Atlanta and played in various venues around the state. As a result thousands of people came to Georgia that summer and millions more watched the events from afar.

Now another southern city, Birmingham, is considering the possibility of hosting the Olympic Games. Alabama will be the host state. Before they make their final decision about whether or not to “Go for the Gold” and present their application to the IOC they want to hear from someone closely involved in the Atlanta decision and games. They are greatly concerned about the impact the games will have on their state, both positive and negative. They have invited you to speak to their committee.

They want you to talk about the impacts that you feel the games had on Atlanta and Georgia. In order for you to effectively present your ideas, you will need to

- * write a well-researched speech (See **NOTE** below regarding what the speech should include.)

- * use visuals to present the information. Your visuals should include a chart showing the positive and negative impacts. Consider economics, building programs, employment, and international recognition; also consider pollution, crowding, transportation and crime.

- * You may wish to add additional benefits or negative aspects that you found in your reading.

You will also need a map showing many of the varied locations used for the different events, for Birmingham must see that every event cannot be staged in one city. This, too, has an impact on the state rather than just the hosting city.

Using the resources provided throughout this unit, present your information a visually pleasing form. Your speech should be clearly written for the committee will read the speech and view your visuals before they decided when and where you are to present it. Your visuals should be factual, attractive, and easy to understand.

NOTE: Your speech must:

- Be about 1 minute in length (approximately 2 paragraphs written should do it).
- Include key details and information about what the Olympics contributed to Atlanta both positive and negative.
- Be inspiring
- Tell the committed the good and the bad that Atlanta saw in regards to the 1996 Olympic Games.