

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 8<sup>th</sup> Grade Georgia Studies Course.

<b>8<sup>th</sup> Grade Georgia Studies - Unit 2 – Geography of Georgia and the American Indians</b>	
<b>Elaborated Unit Focus</b>	<p>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 <b>conflict and changes</b> in their environment whether by <b>movement/migration</b> or natural phenomena or within the society itself. Additionally, it will lean to an understanding of the importance of <b>location</b> and physical features to the development of an area and its culture.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Location:</b> The student will understand that location affects a society's economy, culture, of people and ideas affects all societies involved.</p> <ul style="list-style-type: none"> <li>• Location of Georgia: region, nation, continent, hemisphere</li> <li>• Five geographic regions of Georgia</li> <li>• Physical features of Georgia</li> </ul> <p><b>Movement/Migration:</b> The student will understand that the movement or migration of people and ideas affects all societies involved.</p> <ul style="list-style-type: none"> <li>• American Indians in Georgia</li> <li>• Georgia’s deep water ports</li> </ul> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> <li>• American Indians</li> </ul>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b></p> <p>a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.</p> <p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>a. Locate Georgia in relation to region, nation, continent, and hemispheres.</p> <p>b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p> <p>c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p> <p>d. Analyze the importance of water in Georgia’s historical development and economic growth.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p><b>Reading Standards for Literacy in Social Studies</b></p> <p><b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, casually).</p>

	<p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p><b>Writing Standards for Literacy in Social Studies</b></p> <p><b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map &amp; Globe Skills</b></p> <ol style="list-style-type: none"> <li>1) Use compass rose to identify cardinal directions</li> <li>4) Compare and contrast categories of natural, cultural, and political features found on maps</li> <li>6) Use map key/legend to acquire information from historical, physical, political, resources, product and economic maps</li> <li>7) Use a map to explain impact of geography on historical and current events</li> <li>8) Draw conclusions and make generalizations based on information from maps</li> </ol> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1) Compare similarities and differences</li> <li>2) Organize items chronologically</li> <li>3) Identify issues and/or problems and alternative solutions</li> <li>4) Distinguish between fact and opinion</li> <li>5) Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6) Identify and use primary and secondary sources</li> <li>9) Construct charts and tables</li> <li>10) Analyze artifacts</li> <li>11) Draw conclusions and make generalizations</li> <li>12) Analyze graphs and diagrams</li> <li>13) Translate dates into centuries, eras, or ages</li> <li>15) Determine adequacy and/or relevancy of information</li> </ol>



## Essential Questions and Related Supporting/Guiding Questions

<b>Enduring Understanding 1 Location</b>	<ol style="list-style-type: none"> <li>1. How does where we live affect how we live?             <ol style="list-style-type: none"> <li>a. How does climate cause change in how we live?</li> <li>b. How does life differ throughout various regions?</li> <li>c. How can physical features impact the way we live?</li> </ol> </li> </ol>
<b>Enduring Understanding 2 Movement/Migration</b>	<ol style="list-style-type: none"> <li>1. Why is movement vital to survival?             <ol style="list-style-type: none"> <li>a. Why was movement necessary to the prehistoric American Indians?</li> <li>b. How can water make an impact where and how we live?</li> <li>c. How does change affect migration patterns?</li> </ol> </li> </ol>
<b>Enduring Understanding 3 Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"> <li>1. How can change bring unintentional change?             <ol style="list-style-type: none"> <li>a. Why was environment an impact on where American Indians lived?</li> <li>b. How did other groups affect where American Indians lived?</li> <li>c. How did Georgia change as societies moved in and out of an area?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### How can climate cause change?

**Description:**

Students are to utilize the website: <http://www.georgia.org/competitive-advantages/lifestyle/georgia-climate/> in order to analyze the climate of Georgia and how it effects how we live. Students will use the SAY-MEAN-MATTER document analysis as they analyze the information presented to answer the question: **How can climate cause change?** See attached document (Say-Mean-Matter) for directions.

<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>b) Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p>
<b>Literacy Standards</b>	<ul style="list-style-type: none"> <li>• L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</li> <li>• Draw conclusions and make generalizations</li> </ul>
<b>Social Studies Matrices</b>	
<b>Enduring Understanding(s)</b>	

How can climate cause change?

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

<b>Say</b>	<b>Mean</b>
<p><b><u>FACT:</u></b> Write quotes from the document that gives you information to help you answer the question. What is the document <b>SAYING</b> that helps you understand how to answer the question? Do <b>NOT</b> forget to cite (Doc</p>	<p><b><u>INFERENCE:</u></b> What does the fact <b>MEAN</b>? 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 <b>complete sentence</b>.</p>
<b>Matter</b>	
<p><b><u>ARGUMENT:</u></b> From the <b>SAY</b> and <b>MEAN</b>, how does this information help answer the question to understand how it <b>MATTERS</b>? <i>Answer your question in a complete sentence, RESTATING</i> the question in your answer.</p>	

What is the main idea of the document?

## Georgia Tiered Map Activity

**Description:**

This activity has three tiers. **Tier 1** is for students at or below proficient. **Tier 2** is for student’s proficient but not yet advanced. **Tier 3** is for your advanced students. This activity will allow students to further master their geographical understanding of Georgia and how **location** impacts development.

**Tier 1:** Students have a map with the regions already labeled and color-coded for them to use as well as symbols to signify where specific cities should be labeled.

**Tier 2:** Students will label a blank Georgia map with the directions of what is included on the side of the map (found on Tier 2 Map document).

**Tier 3:** Students will create a new state with requirements listed on the directions. Students must also include a written description explaining their new state and how it is similar to Georgia.

<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution. <b>(Found in Tier 3 Assignment Below)</b></p> <p>c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p> <p>d. Analyze the importance of water in Georgia’s historical development and economic growth. <b>(Found in Tier 3 Assignment Below)</b></p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</li>   <li>• Compare similarities and differences, draw conclusions and make generalizations; Use compass rose to identify cardinal directions, Compare and contrast categories of natural, cultural, and political features found on maps, Use map key/legend to acquire information from historical, physical, political, resources, product and economic maps, Use a map to explain impact of geography on historical and current events, Draw conclusions and make generalizations based on information from maps</li>   <li>• Location</li> </ul>

## Georgia Map Activity Tier 1



### Guided Georgia Map Activity

- Label these cities on the map: Macon, Augusta, Albany, Columbus, and Savannah.
- Star and label the capital city.
- Label the following waterways: Chattahoochee River, Savannah River, Okefenokee Swamp, and Flint River.
- Label the ocean that borders Georgia.
- Label the barrier islands.
- Label the Five Geographic Regions of Georgia.
- Label and color the Fall Line.
- Label Brasstown Bald and the Appalachian Mountain Range.

## Georgia Map Activity Tier 2



### Georgia Map Activity

Supply the following information on the Georgia map provided to you:

- Label these cities on the map: Macon, Augusta, Albany, Columbus, and Savannah
- Star and label the capital city
- Draw and label the following waterways: Chattahoochee River, Savannah River, St. Mary's River, Okefenokee Swamp, Lake Lanier, Allatoona Lake, and Hartwell Lake
- Label the ocean that borders Georgia
- Label the following barrier islands: Cumberland Island, Jekyll Island, and St. Simons Island
- Draw, label, and color the Five Geographic Regions of Georgia
- Label and color the Fall Line
- Label Brasstown Bald and the Appalachian Mountain Range



## Georgia Map Activity Tier 3

The United States of America has just approved statehood for a NEW state. You are being sent to Washington to “sell your state”. You must name the state and inform the American public about it. The people want to know! What do people do for money, entertainment, recreation, and most of all, where is it located? Why should YOUR state be chosen as the 51<sup>st</sup> state?

When you return, you will be asked how it compares to the state of Georgia.

### Requirements:

#### 1) Map Requirements:

- Hand (computer) drawn picture of your state with the following:
- Bordering states (at least one: landlocked or ocean access)
- Capital city and major cities
- Natural resources (rivers, lakes, mountains, etc.)
- Tourist attractions (beaches, hotspots, parks, etc.)
- Transportation routes
- Two regions similar to regions in Georgia

#### 2) Written Description Requirements:

- Describe your state and how it compares to Georgia. Be sure to discuss how the regions are alike and how they are different. How does that impact the development of your state?
- Explain what drives your state’s economy (agriculture, tourism, industry, etc.)? Explain in detail what is being grown or what tourist attractions/industries bring in money.
- Why should your state be chosen as the 51<sup>st</sup> state? Be creative in order to “sell your state” to the people of the United States of America.

## Geography of Georgia Acrostic Poem

**Description:**

Using what you have learned about the region, nation, continent, and hemispheres of Georgia, create an acrostic poem using the word: GEORGIA. All directions, along with an example, is included with the document.

<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>a) Locate Georgia in relation to region, nation, continent, and hemispheres.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</li> <li>• Identify main idea, detail, sequences of events, and cause and effect in a social studies context</li> <li>• Location</li> </ul>

## Geography of Georgia Acrostic Poem

An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

**Your Task:** Using what you have learned about the region, nation, continent and hemisphere of Georgia, create an Acrostic Poem using the word: GEORGIA.

1. Using the word GEORGIA to create this task.
2. Write the word vertically along the side of your paper.
3. On each line give details and facts that help explain the word. Be sure to start each sentence with the proper letter.
4. You may continue your sentences onto the next line when appropriate (see example below.)

### Example:

**H**ow do we learn about the past?  
**I**nvestigating ancient ruins,  
**S**tudying artifacts,  
**T**ranslating foreign languages,  
**O**bserving human behavior, and  
**R**eading primary sources, since we can't time travel...  
**Y**et.

**EXTENSION:** Students may elect to complete the task using another word of their choice from the unit with teacher approval.

## Compare and Contrast Georgia to other States

### Description:

Students are to complete a Venn Diagram comparing and contrasting Georgia’s 5 geographic regions to regions of other states. Students can be given states to choose from in order to complete this task, or students may be allowed to choose another state (pending teacher approval). Students are required to present their findings orally to the class. This can be completed in groups or individually. The teacher may also elect to assign other states to students in the class in order for students to see how Georgia compares/contrasts with the other 49 states.

<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>b) Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</li> <li>• Compare similarities and differences, draw conclusions and make generalizations; Compare and contrast categories of natural, cultural, and political features found on maps, Use map key/legend to acquire information from historical, physical, political, resources, product and economic maps, Draw conclusions and make generalizations based on information from maps</li> <li>• Location</li> </ul>

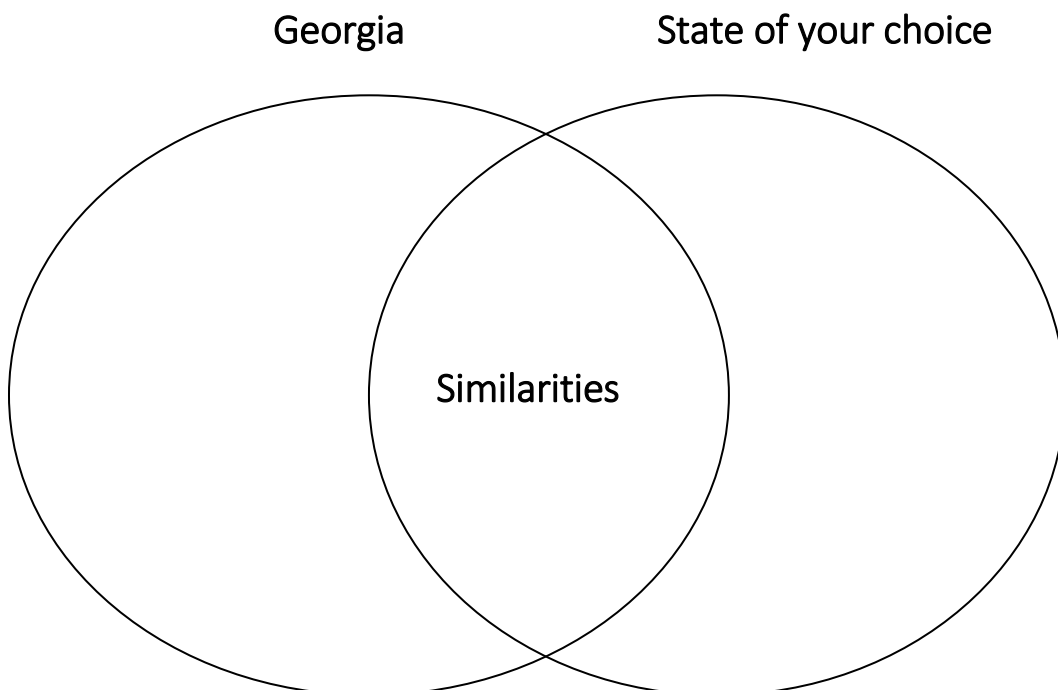
## Venn Diagram

**Your task:** Copy the chart below onto your paper. You are to compare and contrast Georgia's five geographic regions to a state of your choice. You may choose from the following states to compare/contrast with Georgia, or you may select one (approved by your teacher).

Mississippi, Tennessee, California, Wyoming, North Carolina, Florida

### Instructions:

1. Copy the chart below onto your own paper but make it BIG.
2. Write Georgia on one side and the name other state you selected to compare/contrast with Georgia's 5 Regions.
3. In the first circle list 4 unique characteristics in complete sentences of Georgia.
4. In the second circle list 4 unique characteristics in complete sentences of your selected state.
5. In the middle section list 3 shared characteristics in complete sentences of the two states.
6. Students are to present their findings orally to the class.



## Countdown

**Description:**

Using the two articles from Georgia Encyclopedia’s website (see links below), students are to complete a document analysis activity called COUNTDOWN for each of the deep water ports of Georgia. This document will need to be copied twice in order for students to complete in regards to both Brunswick and Savannah ports. This activity can be completed in pairs or individually.

Students will need copies or access to the computer for the following two secondary source articles in order to complete the COUNTDOWN activity (document attached below).

**Brunswick Site:** <http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/brunswick>

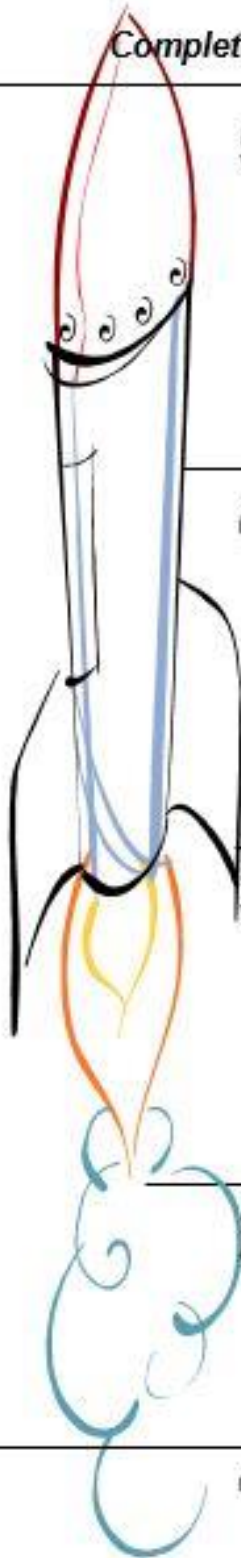
**Savannah Site:** <http://www.georgiaencyclopedia.org/articles/counties-cities-neighborhoods/savannah>

<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>D) Analyze the importance of water in Georgia’s historical development and economic growth.</p>
<b>Literacy Standards</b>	<ul style="list-style-type: none"> <li>• L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, casually).</li> </ul>
<b>Social Studies Matrices</b>	<ul style="list-style-type: none"> <li>• Identify and use primary and secondary sources</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• Location</li> </ul>

# Countdown!

Indicate which Port: \_\_\_\_\_

*Complete this chart using the articles provided to you by your teacher*



**5** Important people, places or things (with a short description/definition of each (5 total)):

**4** Review questions: (The questions are what you would use to remember why Brunswick is important to Georgia's historical development and economic growth.)

**3** Interesting facts that you learned: (List 3 in complete sentences)

**2** Topics you'd like to learn more about:

**1** Picture or symbol such as a map, timeline, graph or drawing.

## Legal Brief

**Description:**

This task requires student’s use of their imagination. Students will pretend they are a defense lawyer that has been retained to represent one of the key physical features of Georgia. Students must defend his/her client against two of the remaining four physical features.

\*All directions and descriptions are included on the attachment below.

<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <p>c) Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Identify issues and/or problems and alternative solutions; Compare and contrast categories of natural, cultural, and political features found on maps, Use a map to explain impact of geography on historical and current events</li> <li>• Location</li> </ul>



## Legal Brief

**Your task:** As a defense lawyer your job is to prove your client (one of the key physical features of Georgia: Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee River, Savannah River or the Barrier Islands) is not guilty of crime he/she is accused of. Write a legal brief defending a particular physical feature of Georgia. You will create an opening statement and describe what witnesses you would call and what you would ask them. Your questions to your witnesses should be though provoking, and the possible things they say that could hurt your client should include details about their important attractions or sites that rely on the economy of visitors.

**Background:** Your key physical feature (your choice) has been accused of stealing all the visitors to Georgia, therefore taking all the out of state income causing the other physical features to lose money. All five of the physical features are dependent on money that visitors from other states spend within their area. When considering witnesses, these will be two of the remaining four physical features (the ones that you think are the more popular areas to visitors).

*Instructions: Complete the following Legal Brief on a separate sheet of paper to be turned in upon completion.*

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Name of Defendant: \_\_\_\_\_

Crime Accused of: \_\_\_\_\_

I. Opening statement- Write one paragraph summarizing the issues at hand and to introduce what you will present as evidence to defend your client. (Make sure to include popular cites or places of interest that are “hurting” due to the lack of income coming in from out of state visitors.)

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:

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

## How did it end up like this?

**Description:**

Using the following website [http://www.gpb.org/georgiastories/story/land\\_and\\_fossils](http://www.gpb.org/georgiastories/story/land_and_fossils)

In order for students to complete the attached reflection questions. The video and reflection questions are all part of <http://www.gpb.org/> and their educational materials.

<b>GSE Standards and Elements</b>	<p><b>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b></p> <p>a) Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, casually).</li> <li>• Draw conclusions and make generalizations</li> <li>• Movement/Migration and Individuals, Groups, Institutions</li> </ul>

Geography of Georgia Video Reflection Questions

**1. We have learned how Georgia’s geographic regions are vary north to south and east to west. Why is South Georgia flat and north Georgia mountainous? Explain the role of fossils in the study of geology of Georgia.**

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**2. You have learned where the five regions of Georgia are in relation to a map of Georgia now. Describe each region, giving information about climate, crops, products, etc.**

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**3. Which of the five regions do you live? What are the characteristics of your region? Find some examples of these characteristics. \*Bonus: Take pictures or bring them in for the class to identify.**

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## Georgia’s American Indians

**Description:**

Students are to read the attached secondary source “Georgia’s Early Beginnings-American Indians” to complete the attached graphic organizer. Once students have completed the graphic organizer comparing the four prehistoric groups, students should complete the reflection questions.

<b>GSE Standards and Elements</b>	<p><b>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b></p> <p>b) Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</li> <li>• Identify main idea, detail, sequence of events, and cause and effect in a social studies context, draw conclusions and make generalizations</li> <li>• Movement/Migration and Individuals, Groups, Institutions</li> </ul>

### Georgia's Early Beginnings-American Indians

Georgia's first people were the **Paleo** who moved from the Great Plains about 12,000 years ago into what is today Georgia. For the first 2,000 years, the Paleo roamed the Mountain, Piedmont, and Coastal Plain regions of Georgia hunting large animals such as mastodons and giant bison. When the big animals disappeared about 10,000 years ago, the Paleo had to change the way they lived. They learned to hunt small game such as deer and turkey. The Paleo people made spears with flint or stone points attached called Clovis points. They also gathered berries, nuts, and other plant food. Their homes were made of animal skins which could be easily moved from place to place as they traveled to gather food.

With the passing of time, the larger animals disappeared, and the new generations of Indians had to learn new ways of doing things. They cleared parts of the forest to attract game. They made a new kind of spear which could be thrown rather than jabbed, called an atlatl. They developed stone tools such as the axe. They also discovered how to make pottery from clay. These generations of people were known as the **Archaic**.

About 3,000 years ago, the people living in what is now Georgia learned to hunt with bows and arrows rather than jabbing or throwing spears. They also learned simple farming techniques. They saved seeds and planted crops in forest clearings and along rivers. They also continued hunting, fishing, and gathering, but farming let them live in one place for longer periods of time. Because they did not have to move frequently, they made houses out of wood, leaves, and bark. Bands joined together to form tribes and these **Woodland** people lived in small villages.

About 1,000 years ago, a new people moved into the area that is now Georgia. Because the ancestors of these people came from the valley of the Mississippi River, they are called the **Mississippians**. They brought a new culture with them, including a new way of farming. They grew many kinds of foods and then saved their harvest in storehouses. They were able to stay in one place without having to move, so they built large villages close to rivers. They also formed chiefdoms, or nations, in which multiple villages were ruled by a priest-chief. In their villages they built large, flat-topped mounds of earth for religious and social activities, graves and platforms for buildings. The Mississippians are also called the "mound builders". The Mississippians lived in peace with the Woodland Indians for hundreds of years.

When the first Europeans came to Modern Georgia, the Mississippians disappeared. It is thought they died of diseases brought by the Europeans. The Woodland people survived and they eventually learned many of the cultural ways of the Europeans such as how to make metal tools and how to use guns. Over time, two nations were formed: The Cherokees and the Creeks. The Cherokees lived in the mountains while the Creeks lived in the Piedmont and the Coastal Plain regions.

Credit: Georgia Council on Economic Education ©2008

	<b>Paleo</b>	<b>Archaic</b>	<b>Woodland</b>	<b>Mississippian</b>
<b>Time Period known to have lived in North America</b>				
<b>Type of Weapon(s) used</b>				
<b>Type of Tools known for</b>				
<b>Type of Food Eaten known for</b>				
<b>Type of Shelter known for</b>				
<b>INTERESTING FACT LEARNED</b>				

**Directions: Use the completed chart to answer the questions below.**

**1. Over time, how did the American Indians adapt to solve the problem of a scarcity of food?**

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**2. How the changes in technology from spear, to atlatl, to bow and arrow improve the American Indian's way of life? Did these changes come slowly or quickly? Explain**

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**3. What evidence is there of early people being able to specialize in doing activities which made life better for the whole society?**

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**4. As time elapsed, what types of natural resources did American Indians use to provide shelter?**

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**5. What was the impact did European exploration have on American Indians in Georgia?**

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## Culture’s Collide

**Description:**

Students will complete the attached document “Culture’s Collide” to show their understanding of how the American Indians gathered food and lived during the Prehistoric times in Georgia. The directions and an example is attached on the document.

**GSE Standards and Elements**

**SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.**

a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

**Literacy Standards**

- **L6-8WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Social Studies Matrices**

- Distinguish between fact and opinion, draw conclusions and make generalizations

**Enduring Understanding(s)**

- Movement/Migration and Individuals, Groups, Institutions



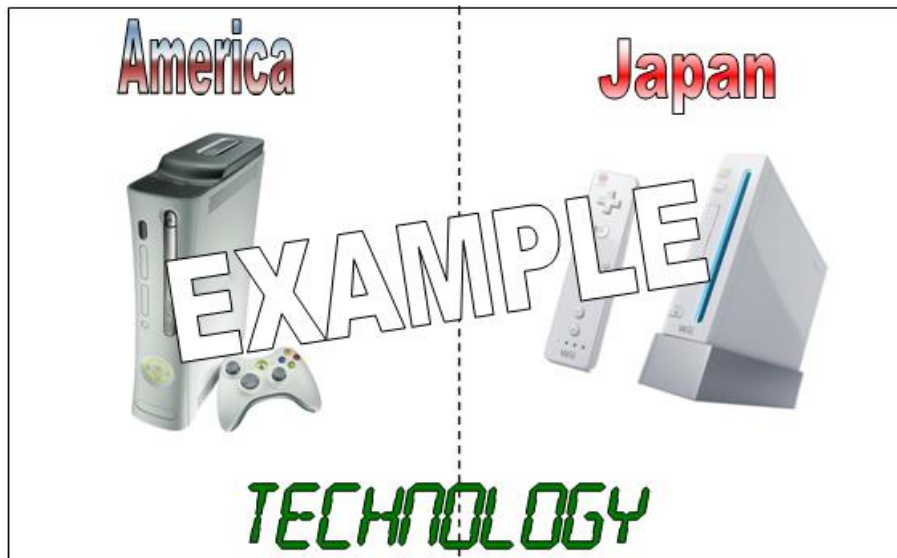
# Cultures Collide

**Your task:** Choose one of the four American Indians native to Georgia during the Prehistoric time period. Compare them to each other in relation to either how they gathered food or how they lived.

## Instructions:

1. Fold a blank paper in half.
2. Along the top of each half write the name of the American Indian groups you choose to use in big, colorful letters.
3. Along the bottom of the page in the middle write what you are comparing (either way of gathering food or how they lived).
4. On each side of the paper draw and color a picture that shows the method for the civilization you have picked.
  - a. The picture should take up most of the half page if not all of it.
  - b. The two pictures should highlight the differences between the civilizations.
5. On the back of your paper write a short paragraph explaining how the two civilizations are similar or different in the way you chose.

## Example:



## Culture in a Bag

**Description:**

Students will complete an activity that shows their mastery of understanding the Prehistoric American Indians that once called what we know today as Georgia, home. The directions and expectations are included on the attachment below.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b></p> <p>a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.</p>
<p><b>Literacy Standards</b></p>	<ul style="list-style-type: none"> <li>• <b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</li> </ul>
<p><b>Social Studies Matrices</b></p>	
<p><b>Enduring Understanding(s)</b></p>	

- Identify issues and/or problems and alternative solutions, identify main idea, detail, sequence of events, and cause and effect in a social studies context, translates dates into centuries, eras, or ages
- Movement/Migration and Individuals, Groups, Institutions

## Culture in a Bag

**Your task:** Find five items that represent the key aspects of an American Indian culture that was native to Prehistoric Georgia and include them in a paper bag. Explain how they relate to the culture.

### Instructions:

1. On the front of a paper bag (large or small) write the name of the American Indian culture we are studying and your name (first and last.)
2. Think of 5 objects that represent people, events, places, inventions or ideas from the time period and place them in your bag.
  - a. The items do not have to be actual things they had but just represent important concepts. For example, for Rome, you might put scissors in your bag to represent how Rome was cut into pieces to help govern it.
3. On a separate paper write 1 paragraph for each object in the bag (that's 5 paragraphs) explaining how it represents the civilization and providing information about what it represents. An example of what one paragraph might look like is provided below.
4. Staple your written paper to your bag when you are finished.

## Culminating Unit Performance Tasks

### Georgia’s On My Mind-Always

**Description:**

Whenever we learn new things our brain makes connections to other things we already know. The task is to create a visual map that shows how one’s brain connects the terms from the geography unit of Georgia. The end result will be something like a web. The document is attached, and it includes the directions should be given to the students.

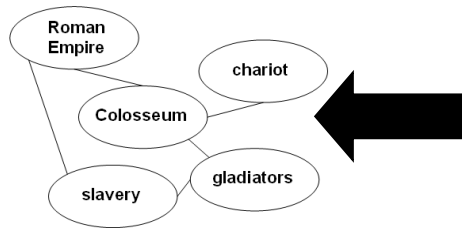
<b>GSE Standards and Elements</b>	<p><b>SS8G1 Describe Georgia’s geography and climate.</b></p> <ul style="list-style-type: none"> <li><b>d)</b> Locate Georgia in relation to region, nation, continent, and hemispheres.</li> <li><b>e)</b> Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.</li> <li><b>f)</b> Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</li> <li><b>g)</b> Analyze the importance of water in Georgia’s historical development and economic growth.</li> </ul>
<b>Literacy Standards</b>	<ul style="list-style-type: none"> <li>• <b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, casually).</li> <li>• <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</li> </ul>
<b>Social Studies Matrices</b>	<ul style="list-style-type: none"> <li>• Construct charts and tables, determine adequacy and/or relevancy of information</li> </ul>
<b>Enduring Understanding(s)</b>	<ul style="list-style-type: none"> <li>• Location</li> </ul>

# Geography of Georgia's Mind Map

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

**Instructions:**

1. Create a list of 20 things (using terms learned in SS8G1a, b, and c.) for the topic.
2. Create a rough draft of your mind map. (YOU MUST SHOW THE ROUGH DRAFT PRIOR TO STARTING YOUR FINAL DRAFT.)
  - a. On a regular paper write the title of the unit (**Georgia's Geography**) 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!**



\*The example to the left is just to give you an idea of how the terms should all connect. These are not actual terms for this unit.

3. Write your own definitions for 10 of the 20 words from your list in complete sentences.
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 located in the same place region”, etc...) 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.

## Culminating Unit Performance Task

### American Indian Body Biography

**Description:**

Students are to work in small collaborative groups to produce a life-size visual representation of one of the four American Indian groups that lived in Georgia. Students will justify their understanding of the American Indians as they produce a life-size visual of one of the American Indian groups. The groups will also prepare a collaborative oral presentation of their work. Document is attached that should be given to students with directions and expectations.

<b>GSE Standards and Elements</b>	<p><b>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b></p> <ul style="list-style-type: none"> <li>a) Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter</li> </ul>
<p><b>Literacy Standards</b></p>  <p><b>Social Studies Matrices</b></p>  <p><b>Enduring Understanding(s)</b></p>	<ul style="list-style-type: none"> <li>• <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research</li>   <li>• Identify issues and/or problems and alternative solutions, draw conclusions and make generalizations</li>   <li>• Movement/Migration and Individuals, Groups, Institutions</li> </ul>

## Body Biography: Georgia's American Indians

**Lesson objective:** Working in small collaborative groups, produce a life-size visual representation of one of the four American Indians living in Georgia during the time period we studied. Your task is to prove that you understand the characteristics of the group of American Indians you are assigned.

Each group will be provided a six-foot length of bulletin board paper plus a set of markers, glue, tape, etc. Figures should be life-size. Groups will also prepare a collaborative oral presentation of their work.

### How to Begin

Groups should begin by tracing an outline of one group member's body on the paper, then decide the BEST way to represent the following aspects of the group of American Indians both literally and figuratively:

***The Heart:*** What is at the heart of your group? Where the heart should be placed to best represent what this group of American Indians loved the most? What should it look like and what shape, color, pictures, or symbols should be included in it?

***The Backbone or Spine:*** The spine of this group of American Indians should be represented in a way that visually conveys what motivated them the most.

***The Hands:*** What does this group hold in their hands? Items that are associated with the group either literally or figuratively can be included.

***The Feet:*** On what foundation would the group of American Indians stand? This should be a symbolic representation of the group's most fundamental beliefs about their life or needs for their existence.

***The Background:*** For the background, draw/depict elements that suggest influences from the groups' environment, background, or religious development.

***Quotations:*** Near the American Indian's head, place at least 5 "direct quotations" that contribute to an overall understanding of the group as you choose to present them.

***Virtues and Vices:*** What are your group's most admirable qualities? Their worst? How can you make us visualize them? Use your imaginations!

***Visual Symbols:*** What symbols represent the group? How do the symbols illustrate the essence of this group?

***Original Text:*** Create a piece of original text (paragraph of literary analysis, poem, narrative of the character's life, diary entry from character's point of view, etc.) that helps us understand the group of American Indians and include it somewhere appropriate on the body biography.

## Body Biography Suggestions

1. **Placement:** Carefully choose the placement of all text and artwork. For example, the area where your representation of the group of American Indian that your group is assigned should consider where the heart would be appropriate for illustrating the important relationships within his life. The hands might refer to actions or accomplishments of the group of American Indians.
2. **Color** - Colors are often symbolic. What colors(s) do you most associate with your group? Why? How can you effectively weave these colors into your presentation?
3. **Overall Presentation:** Be sure that your finished product tells the story of the group of American Indians (Paleo, Archaic, Woodland, or Mississippian). What do we know about the group of American Indians from your biography that we might not have understood from a simple reading?