

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

8th Grade Georgia Studies - Unit 4 - Statehood	
Elaborated Unit Focus	This unit will focus on the conflicts and changes along with compromises that led to our country’s independence. These will include the economic and technological changes that occurred, and obligations of individual states to create representative governments. The students will see that as the complexity and interaction within our society changed, so, too, did its governance . The students should be able to understand the technological innovations that led to changes in our nation’s production, distribution, and consumption of goods and services.
Connection to Connecting Theme/Enduing Understandings	<p>Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.</p> <p>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p> <p>Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for society</p>
GSE for Social Studies (standards and elements)	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era.</p> <p>a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.</p> <p>b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.</p> <p>c. Analyze the significance of the Loyalists and Patriots as a part of Georgia’s role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.</p> <p>d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.</p> <p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals.</p> <p>b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.</p> <p>c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth.</p> <p>d. Describe the role of William McIntosh in the removal of the Creek from Georgia.</p> <p>e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.</p> <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <p>a. Describe how profit is an incentive for entrepreneurs.</p>

	<p>c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.</p>
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 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 L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</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>L6-8WHST7: 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>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map & Globe Skills</p> <p>8. Draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills</p> <ol style="list-style-type: none"> 1. Compare similarities and differences 3. Identify issues and/or problems and alternative solutions 4. Distinguish between fact and opinion 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations 17. Interpret political cartoons

Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding Conflict and Change	<ol style="list-style-type: none"> 1. What freedoms are worth fighting for? <ol style="list-style-type: none"> a. How did the Revolutionary War impact Georgia? b. How did colonists express their displeasure with Great Britain? c. How can something be good for one but bad for another?
Enduring Understanding Governance	<ol style="list-style-type: none"> 1. How can opposing viewpoints change the way we live? <ol style="list-style-type: none"> a. How can a weakness become a strength? b. How is taking from one justified? c. Whose land is it?
Enduring Understanding Technological Innovation	<ol style="list-style-type: none"> 1. How can society balance the positive and negative outcomes of economic growth? <ol style="list-style-type: none"> a. What is the positive and negative impact of the cotton gin? b. What is the positive and negative impact of the growth of railroads?



Sample Instructional Activities/Assessments

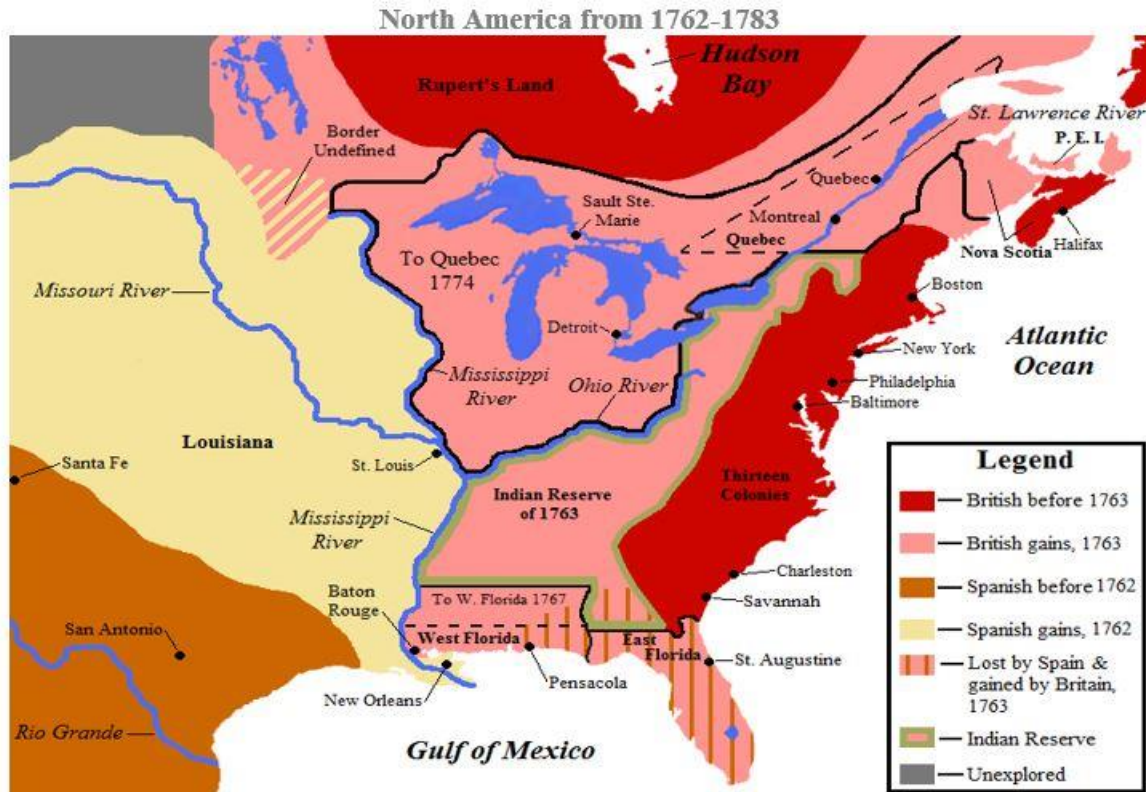
Proclamation of 1763 Map Analysis

Description – Students will analyze a map of North America from 1762-1783. Students will make observations, reflect, and question how the divisions created by the British with the Proclamation of 1763 was a cause of the American Revolution.

As students analyze the map, students are answering the question: How can citizen satisfaction cause change?

GSE Standards and Elements	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era.</p> <p>a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.</p>
Literacy Standards	<p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
Social Studies Matrices	<p>Draw conclusions and make generalizations based on information from maps</p>
Enduring Understanding(s)	<p>Conflict and change; Governance</p>

How can conflict cause change in both a positive and a negative manner?



<https://commons.wikimedia.org/wiki/File:NorthAmerica1762-83.png>

Observe:

- 1) What do you first notice as you analyze the map?
- 2) What details do you notice in regards to the difference in land distribution between countries?

Reflect:

- 1) How do you think the boundary lines would have caused tension between the colonist, Indians, and the European countries?
- 2) What can you learn from examining this map?

Question:

- 1) What do you wonder about who was affected by the divisions in the New World from 1762-1783?
- 2) How does this map support the question: How can conflict cause change in both a positive and negative manner?

Rank the Grievances

Description- Using the attachment listed below and the list of grievances you can find on the following website:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/rebelln/rights.html>

- 1) Students are to complete an analysis of the Colonists grievances of the Declaration of Independence. Students will need a copy of the grievances from the link above to choose one grievance of their choice to complete the task below.
- 2) After students have completed the graphic organizer (found attached below), students should write a paragraph description to explain their reasoning why they ranked the grievances the way they did.

GSE Standards and Elements	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era. b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.</p>
Literacy Standards	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p>
Social Studies Matrices	Identify and use primary and secondary sources; draw conclusions and make generalizations
Enduring Understanding(s)	Governance

How does conflict cause change?

Rank the Grievances

Directions: Analyze the grievances listed below by the Colonists had regarding the Declaration of Independence. Listed below are 6 that you are to infer what the Colonists meant by the grievance. Once you have analyzed these, you should consider, from your perspective, which seemed to be the least offensive to the most offensive using a ranking of 1 to 7. 1 signifies the least offensive to 7 being the most offensive from your point of view. In the final empty row at the bottom, you are to choose one of the grievances of your choice.

Original	Inference	Rank
He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.		
He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers		
He has affected to render the Military independent of and superior to the Civil power		
Quartering large bodies of armed troops among us		
He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation		
He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries		

Loyalists vs Patriot Clash of Character Poem Activity

Description- Students are to use the information from the following primary sources and a secondary source to complete the attached activity.

#2 and #3 below for both Loyalists and Patriots can be read and interpreted from both viewpoints.

Primary Sources:

Loyalists:

- 1) <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1014>
- 2) <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1008>
- 3) <https://www.gilderlehrman.org/history-by-era/war-for-independence/resources/patriot%E2%80%99s-letter-his-loyalist-father-1778>

Patriots:

- 1) <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1011>
- 2) <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1008>
- 3) <https://www.gilderlehrman.org/history-by-era/war-for-independence/resources/patriot%E2%80%99s-letter-his-loyalist-father-1778>

Secondary Source:

Loyalists and Patriots:

- 1) <http://www.ushistory.org/us/11b.asp>

GSE Standards and Elements	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era. c. Analyze the significance of the Loyalists and Patriots as a part of Georgia’s role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.</p>
Literacy Standards	<p>L6-8WHST1: Write arguments focused on discipline-specific content. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>
Social Studies Matrices	<p>Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Conflict and change; governance</p>

How does conflict cause change?

**Clash of Characters
Loyalists vs Patriots**

Your Task: Complete the following sentence starters for both Loyalists and Patriots, create two poems. 1 should be about what you learned about the Loyalists, and 1 should be about what you learned about the Patriots in this unit of study. When writing these poems pay special attention to the different points of view held by each group.

Loyalists	Patriots
I am / We are...	I am / We are...
I / We believe...	I / We believe...
I / We wonder...	I / We wonder...
I / We see...	I / We see...
I / We hear...	I / We hear...
I / We feel...	I / We feel...
I / We touch...	I / We touch...
I am / We are...	I am / We are...
I / We worry about...	I / We worry about...
I / We cry because...	I / We cry because...
I / We understand...	I / We understand...
I / We say...	I / We say...
I / We dream...	I / We dream...
I / We hope...	I / We hope...
I am / We are...	I am / We are...

Analysis of the Boston Massacre

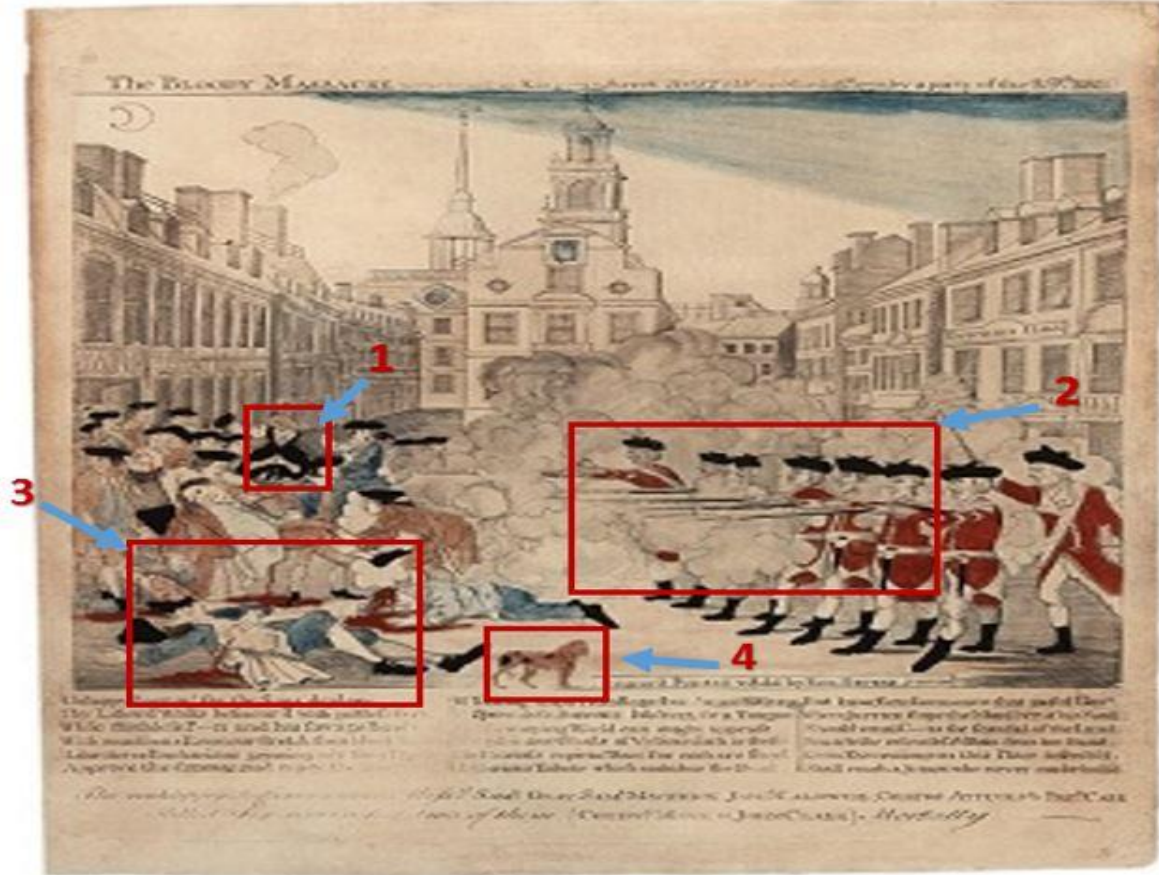
Description- Using the engraving by Paul Revere, students will use the zoning technique in order to decipher the significance of the Loyalists and the Patriots and their role in the Revolutionary War. The picture with the zones outlined as well as the sentence starter stems and questions are attached below.

Zoning Explanation for Teachers:

The zoning technique used in this activity is one in which students analyze the image in pieces in order to not miss a key piece information within a selected image. This is what makes the zoning technique a great strategy for analyzing images. The purpose is to help students analyze a picture, political cartoon, maps etc. by analyzing parts or pieces individually to gather evidence. Through the use of inquiry stems such as I think, I wonder, This shows... etc. students examine the document in pieces as opposed to the entire document. This helps ensure students focus on parts of the document that can provide evidence to answer the question.

Image used below may also be accessed by going to the following website: https://en.wikipedia.org/wiki/File:Boston_Massacre_high-res.jpg

GSE Standards and Elements	SS8H3 Analyze the role of Georgia in the American Revolutionary Era. c. Analyze the significance of the Loyalists and Patriots as a part of Georgia’s role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.
Literacy Standards	L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Social Studies Matrices	Identify and use primary and secondary sources
Enduring Understanding(s)	Conflict and change



Note: This engraving created by Paul Revere was to become known as the "Boston Massacre," between British soldiers and citizens of Boston on March 5, 1770. On the right is a group of uniformed British soldiers firing into a crowd of citizens at left. At the bottom of the engraving is a verse, which begins: "Unhappy Boston! see thy Sons deplore, Thy hallowed Walks besmeared with guiltless Gore."

Revere, Paul 1735-1818. "The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt." *Home*. N.p., 01 Jan. 1770. Web. 13 Nov. 2016.

How does conflict cause change?

Directions: Using the engraving by Paul Revere that has 4 zones labeled, you are to complete the sentence starters and the reflection questions.

- 1) I think... (Things to consider how this image shows the differences between the Patriots and the Loyalists, and how this image answers the question: How does conflict cause change?)

- 2) I wonder...

- 3) This drawing by Paul Revere shows

- 4) When considering box #1, what do you think the significance of the lady is to what is happening?

- 5) When reflecting on what is happening in #2, who is represented by this group? Who do you think the intended audience was for with this image?

- 6) When observing what is happening in box #3, who is represented? What do you think Paul Revere's intention was in making this aspect of the drawing so dramatic?

- 7) When reflecting on box #4, what do you think the significance of this part of the engraving is? What does this make you think about in relation to what is going on at this time in American history?

Loyalists and Patriots Neo-Venn Diagram

Description- Students should use what they have learned to complete the activity. Students will complete the Neo-Venn Diagram that compares and contrast the Loyalists and the Patriots. The directions and activity are attached below.

GSE Standards and Elements	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era. d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.</p>
Literacy Standards	<p>L6-8WHST1: Write arguments focused on discipline-specific content. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</p>
Social Studies Matrices	<p>Compare similarities and differences</p>
Enduring Understanding(s)	<p>Conflict and change</p>

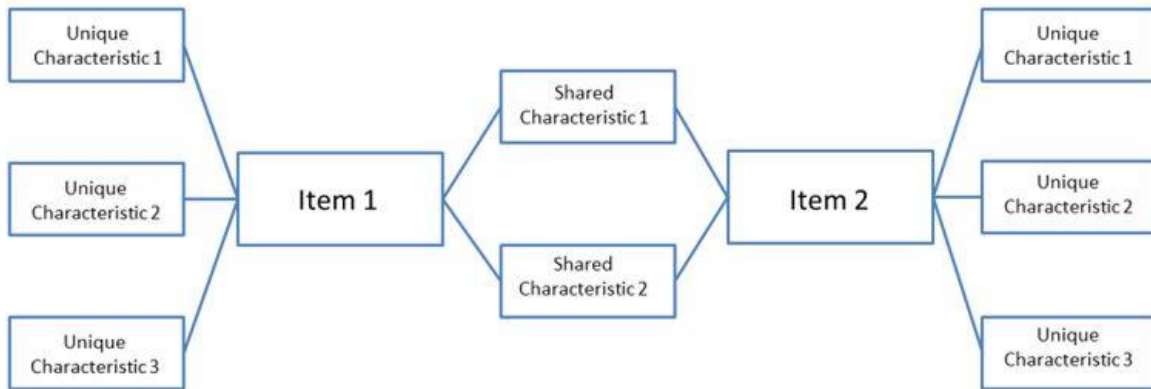
Loyalists and Patriots

Neo-Venn Diagram

Copy and complete the following chart for Loyalists and Patriots.

Directions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write Loyalists “Item 1” box and Patriots in the “Item 2” box.
3. In the boxes on the left side list 3 unique characteristics of Loyalists.
4. In the boxes on the right side 3 unique characteristics of Patriots.
5. In the boxes in the middle list 2 shared characteristics for both Loyalists and Patriots.



Georgia Capitol Newspaper Activity

Description- Students will need access to the following two websites in order to complete the activity. Once students have had a chance to read the documents, they can complete the task in groups, pairs, or individually. Students should create the newspaper as if they are a reporter living in late 1860's. All directions and expectations are included on the document below.

<http://www.georgiaencyclopedia.org/articles/government-politics/georgias-historic-capitals>

<http://georgiainfo.galileo.usg.edu/topics/history/article/revolution-early-republic-1776-1800/state-capitol>

GSE Standards and Elements	SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840 a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals
Literacy Standards	L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Social Studies Matrices	Identify issues and/or problems and alternative solutions; draw conclusions and make generalizations
Enduring Understanding(s)	Conflict and change; governance

Georgia’s Capital Activity

Creating Historical Newspaper from a Firsthand Perspective

Your task: Create a newspaper that teaches the readers about the reasons why the Capital of Georgia moved five times before Atlanta became the final “resting place” for Georgia’s Capital.

Instructions:

- I. Give your paper a title that fits with the unit. “Georgia’s Capital” is not enough! Be creative!
- II. Your paper should include 9 or more items including:
 1. 3 or more news articles about events learned using the websites provided. These should be written from the point of view of a reporter who witnessed these events and was “in the middle of the action.” In other words, you should pretend as if you are living in the late 1860’s reporting on the action as the Capitol “moved” several times before landing in Atlanta. These articles should be a minimum of two paragraphs and should include made-up quotes from people involved in the event.
 2. 1 obituary of a famous person from this period. An obituary is a short retelling of the major events in that person’s life.
 3. 1 picture that goes along with one of your front page stories.
 4. 4 or more “other” items such as:
 - a. Comic strips about either a person or event from this time period in Georgia’s history. Each strip should be at least 3 panels in length.
 - b. Advertisements from a company that might have existed at the time.
 - c. Puzzles about the time period such as a crossword, jumble or word search.
 - d. Sports report about a sport played in this period.
 - e. Horoscopes
 - f. Advice column
 - g. YOUR CHOICE of an entry in the newspaper
 5. **The Front Page**
 - a. Design a front cover for your paper that includes the paper’s title, a picture and a table of contents which tells which page the parts are on.
 - b. **ALL 9** (and remember it may be MORE than 9) sections **MUST** be numbered and included in your table of contents.
 - c. **CREATIVITY counts in this assignment! Remember a Newspaper needs to catch the reader’s eye!**

“You be the Judge”

Description- Using the three secondary sources listed below, students will complete the “You be the Judge” activity attached. Students are to evaluate the positive and negative impact the land policies had on Georgia.

Students will need a copy of the attached document below to complete this activity.

Yazoo Land Fraud: <http://www.georgiaencyclopedia.org/articles/history-archaeology/yazoo-land-fraud>

Land Lotteries: <http://www.georgiaencyclopedia.org/articles/history-archaeology/land-lottery-system>

Headright System: http://www.ourgeorgiahistory.com/ogh/Georgia_headright_grants

<p>GSE Standards and Elements</p>	<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840 b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Identify and use primary and secondary sources; distinguish between fact and opinion</p> <p>Governance</p>

“You be the Judge”

Your task: You are to be the judge to decide if the three land policies studied had a positive or a negative impact on Georgia. To help you way out the options, you must create a T-chart to evaluate the impact Positive/Negative impacts that each of the three land policies had on Georgia. The three policies you are evaluating are: 1) Headright System 2) Land Lotteries 3) Yazoo Land Fraud.

Instructions:

1. Make a T-chart listing that compares each system for both the positive impact and the negative impact it had on Georgia. You will need to recreate this example below on your own paper to complete this task for each of the three policies. (The example way it should be set up is for Headright System only.)
2. You will need **7 or more reasons** why it was both positive and negative, and you should cite textual evidence from the provided 3 secondary sources given to you by your teacher.

Headright System

Positive Impact on Georgia	Negative Impact on Georgia
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)
6)	6)
7)	7)

3. After you have completed the T Chart for each policy, you must write one paragraph explaining whether this policy did more good than bad for Georgia. Make sure you use your inferences made above in your chart from the readings provided in class.
4. After you have completed the paragraph for each policy (3 paragraphs total), you must make your conclusion which one had the least negative impact on Georgia. Your reasoning and why it had the least negative impact on Georgia must be represented in a concluding paragraph.

“What if...”

Description- Students should be provided copies or access to the two documents found on these two websites to complete the “What if” activity. Students should read and analyze the impact that both the cotton gin and the railroad had on Georgia’s growth.

Cotton Gin: <https://www.archives.gov/education/lessons/cotton-gin-patent>

Railroad: <http://www.georgiaencyclopedia.org/articles/business-economy/railroads>

GSE Standards and Elements	<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840</p> <p>c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth.</p>
Literacy Standards	<p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p>
Social Studies Matrices	<p>Compare similarities and differences</p>
Enduring Understanding(s)	<p>Technological Innovation</p>

Does the good outweigh the bad? What If?

Your Task: Create a textbook page showing how history would have changed if one major detail had changed such as if the cotton gin and the railroad have never been invented.

Instructions:

1. Using what you have learned about the impact the that technological developments such as the cotton gin and the rail road had on the development of Georgia and the two documents provided by the teacher, you will create this assignment.
2. Using the two sources provided to you by your teacher, read them. **Twice.**
3. You are going to pretend that the two documents are information that you found in your “textbook”.
4. On a sheet of paper, you will write out what you decide that you are going to change about the invention and the impact it had on Georgia. This will be the title of your altered page.
 - a. For example: “Magna Carta Makes King John More Powerful”
 - b. Be creative
5. Write a one-paragraph summary of how this change in history may have happened. (example below)
6. Write a one-paragraph summary of what you think would have happened in history if this detail had changed in history. (example below)
7. **Show the two paragraphs to your teacher. Do not move on until you have completed steps 1-6 above and shown them to your teacher.**
8. After your teacher approves your paragraphs, you will create a new page for your “textbook” that teaches your version of the event. Your page should include:
 - a. Proper titles and headings.
 - b. The information in your two paragraphs with details.
 - c. A graphic (picture, timeline, map, etc.) that illustrates the event.
 - d. A review question
9. The page should have color in appropriate places and be neatly written. It should look like a real page from your textbook (except handwritten). You may, however, do it on a computer if you choose. Be NEAT and be CREATIVE.

Here’s an example of what the summary paragraphs might look like for the Magna Carta:

How it Happened:	What Changed?
<p>When threatened by the church King John backed down immediately. He told the church that England needed the extra tax money and he couldn’t think of any other way to do it. The church agreed that the money was needed and told John they would support him raising taxes against the nobles. They sat down and wrote the Magna Carta to set out a new set of rules for the nobles to ensure John’s power would be safe.</p>	<p>King John became incredibly rich and powerful. His new alliance with the church, sealed by this document, required the nobles to submit to him in every situation. If they did not they would be punished harshly by both John and the church. The people, amazingly, had even less rights than before. Even the courts worked to keep the people in line. Instead of protecting their rights judges simply enforced anything John said.</p>

William McIntosh and his relationship to the removal of the Creek activity

Description- Using the attachment below, students will demonstrate their understanding of the role William McIntosh had on the removal of Creeks from Georgia.

Along with the activity, students may use this website to support their decisions while completing the activity:
<http://www.anb.org/articles/20/20-00658.html>

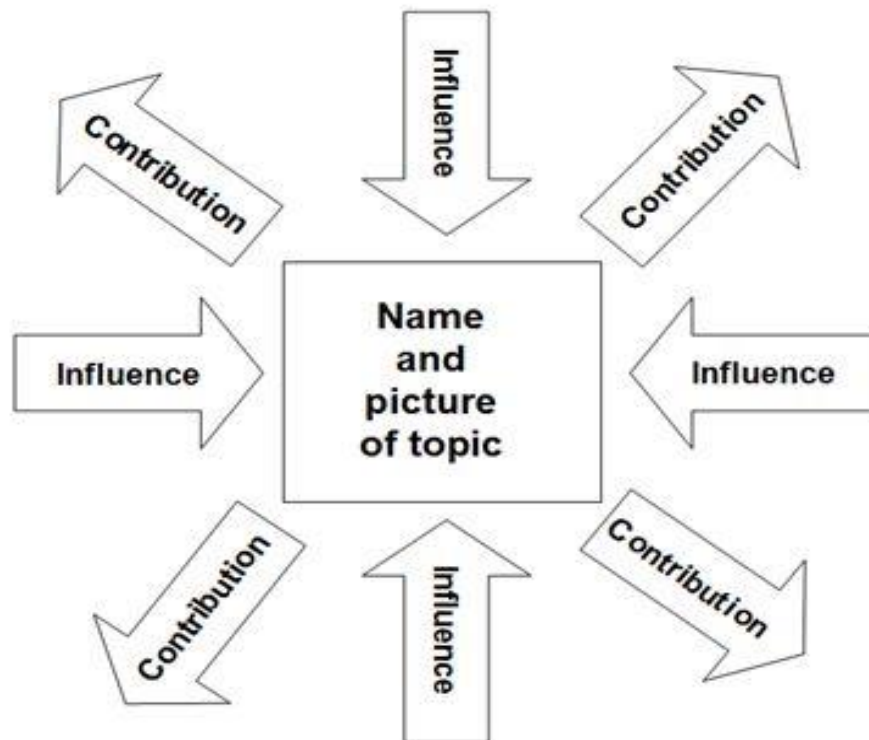
GSE Standards and Elements	<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840</p> <p>d. Describe the role of William McIntosh in the removal of the Creek from Georgia.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</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>Draw conclusions and make generalizations</p> <p>Conflict and change</p>

In N' Out Chart

Your task: Copy and complete the graphic organizer below which highlights what you have learned about William McIntosh and his relationship to the removal of the Creeks from Georgia.

Instructions:

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 William McIntosh's name and draw a picture to represent him.
3. In the arrows labeled "Influence"
 - write something that influenced (helped, encouraged, inspired, etc.) the William McIntosh. This could be something from someone else or during this time period.
 - For example, for the Roman Empire you might put "Greek architecture"
4. In the arrows labeled "Contribution"
 - write something that the William McIntosh 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 whether you think William McIntosh took more from others or gave more to others and why you think that.



Introduction Speech

Description- Students will complete the activity listed below in order to demonstrate their mastery of the standard/element and that they understand the significance of John Ross, John Marshall, and Andrew Jackson. Allow students to share their speech with the class upon completion.

GSE Standards and Elements	<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonaga Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.</p>
Literacy Standards	<p>L6-8WHST7: 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>Identify and use primary and secondary sources</p> <p>Governance; Conflict and change</p>
Social Studies Matrices	
Enduring Understanding(s)	

Introduction Speech

Your task: *Often when a famous person is about to give a speech they are first introduced by someone else with a short speech. Write and recite a short introduction speech as if you were introducing either John Ross, John Marshall or Andrew Jackson to a group in which he is going to speak.*

Your speech must:

- Be about 1 minute in length.
- Include key details and information about either Ross, Marshall, or Jackson.
- Be inspiring (if you are introducing Constantine you'd likely want to leave out the fact that he was suspected of killing his wife.)
- Make the person sound important.

You will be presenting your speech to your class. Props, costumes, displays are welcome but not necessary.

Example:

Ladies and gentlemen of Rome, it is my pleasure to introduce to you today a man who rose up in our time of need. This is a man who can and will save the Roman Empire. He is not just a squabbling senator; no, he is a warrior! What other man do you know who killed an elephant?! This is the man who led the Roman army to victory time and time again. He conquered Gaul and grew our mighty land all the way to the Atlantic Ocean! This is the man who out of the goodness of his heart adopted his nephew Octavius as his own son.

Today I am proud to introduce the only Roman leader who truly cares about you – the people. He got rid of the awful, wasteful Republic and replaced it with the new and mighty Empire and the one person who could hold it all together. Ladies and gentleman, here he is, JULIUS CAESAR!!!

A-Z History Book

Description-Students will complete an A-Z history book using what he/she learned in the Statehood. All directions are included on the attachment for the students.

Students should complete this activity with the goal in mind that anyone could use it to study important information learned in this unit. This activity can be completed individually or in groups.

<p>GSE Standards and Elements</p>	<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era.</p> <ol style="list-style-type: none"> Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document. Analyze the significance of the Loyalists and Patriots as a part of Georgia’s role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution. <p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <ol style="list-style-type: none"> Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia’s capitals. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia’s growth. Describe the role of William McIntosh in the removal of the Creek from Georgia. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonaga Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears. <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <ol style="list-style-type: none"> Describe how profit is an incentive for entrepreneurs. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.
<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>N/A</p> <p>Governance; Conflict and change</p>

A-Z History Book

Your Task:

Create a book explaining 24 terms, people, places or ideas from the unit, Statehood. (You may choose two letters to skip-Q and X most likely) Each page will consist of a single word starting with a letter from the alphabet, a graphic, and a short explanation of the term. If the teacher allows, this can be completed with a partner.

Directions:

1. Take 7 pieces of white paper and fold them in half.
2. On the front cover design a title page.
3. On the next two pages create a table of contents.
4. On each of the 2 panels of the remaining pages:
 - a. Beginning with the letter “A” choose a term from the unit that begins with that letter.
Example: If the page is ‘J’ and this was the unit on Asia you might choose “Japan”. You may choose any two letters to skip if you want.
 - b. Write the term in big, colorful letters on the top or bottom of the page.
 - c. Write at least 2 sentences explaining what the term means and 1 sentence using it in correct context.
 - d. Draw and color a picture to go along with your term. This could be a map, chart or your own drawing.
5. Make sure each of your letters chosen follows the criteria listed above, and that anyone that hasn’t studied the Statehood unit would find your finished product useful to learn what took place in Georgia during this time period.
6. On the back page create a back cover for your book with a short summary of what is found inside.



Culminating Unit Performance Task

How can society balance the positive and negative outcomes of economic growth?

Description- This is a written as a cross-curricular document based question activity between 8th grade science and 8th Grade Georgia Studies. Students will compare historical innovation to modern day innovation to determine if there are intended and unintended consequences with technology in today's society. This activity supports both social studies and science with a complete investigation into how Eli Whitney's cotton gin spurred an increase in slavery as well as how modern day technology and the intended and unintended consequences.

Teachers, students will need four copies of the document analysis sheet in order to analyze each of the four documents to support the question: Can technological innovation have intended and unintended consequences?

Step 1: Have students brainstorm the most significant technologies of all time, then rank them to find the top 10.

Step 2: Allow students to share out their thoughts regarding the top 10 as to what they thought the inventions offered in a positive manner and a negative manner for the world we live in today.

Step 3: Students will need four copies of the SAY-MEAN-MATTER document analysis sheet and a copy of each of the four documents. As they are analyzing the documents, they are seeking to answer the question: Can technological innovation have intended and unintended consequences?

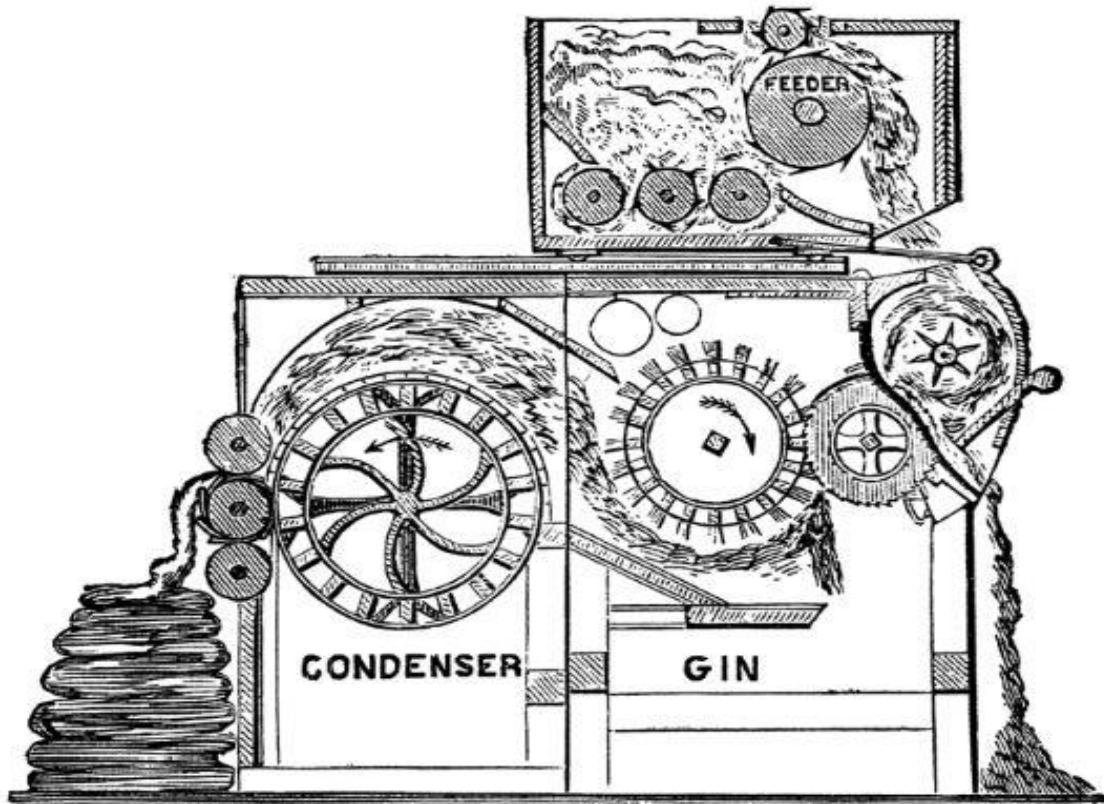
Step 4: Students will write their argumentative essay to support their position answering the question.

Step 5: A rubric is included, that allows students to self-score as well as the teacher to score and provide feedback.

GSE Standards and Elements	<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.</p>
Literacy Standards	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</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>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>

<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</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>L6-8WHST7: 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>Identify and use primary and secondary sources; Draw conclusions and make generalizations</p> <p>Technological Innovation</p>
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How can society balance the positive and negative outcomes of economic growth?



<http://apushistory.yolasite.com/eli-whitney.php>

Note: It is stated that with innovation comes consequences. Could those consequences be both intended and unintended? This DBQ delves between a social studies look into historical innovation as well as a scientific look at simple machines and the consequences that come with them. You are left to decide, based off reading and analyzing the documents if there are both intended and unintended consequences with technological innovation.

Document A: Unintended Consequences of the Technology Revolution

Document B: The Crowning of King Cotton

Document C: Simple Machines: Making Work Easier

Document D: Serious Skateboard Injuries

Can technological inventions have intended and unintended consequences?

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 the document</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</i> the question in your answer.</p>	

What is the main idea of the document?

Document A

Unintended Consequences of the Technology Revolution

Source: Naimi, Linda; French, Richard Mark. *The Unintended Consequences of Technological Innovation: Bluetooth Technology and Cultural Change*. 9 November 2015.

<http://tir.ipsitransactions.org/2010/July/Paper%2002.pdf>

Innovation has been part of man’s attempt to adapt to and modify his environment. Whether we look at the wheel, “the printing press, the light bulb, penicillin, the transistor, and every other great human invention, discovery, or social advance” they all began with a simple idea—how to do something better (Foster, 1996, p. 24). Emerging technologies are “science-based innovations that have the potential to create a new industry or transform an existing one” (Day and Schoemaker, 2000, p. 30). Recent books tout titles like *Innovate or Die* by Jack & Matson (1996) frequently cite quotes by great thinkers such as Drucker (1985a) who once wrote that a ‘company has two functions—innovation and marketing—everything else is just expenses’. But innovation is based upon prior knowledge and attainment. As Berkun (2007) asserts: the “World Wide Web, the web browser, the computer mouse, and the search engine—four pivotal developments in the history of business and technology—all involved long sequences of innovation, experimentation, and discovery” (Berkun, 2007, 14).

From the telegraph to the telephone, from radio to television, from cameras to deep space telescopes, from room-sized computational computers to personal computers, the past hundred years have ushered in an explosion of new information and communication technologies and innovations that have changed life as we now know it. The development of personal computers in the 1970s and 1980s spurred public interest in the potential of new technologies to transform learning, recreation, communication and work. The development of robots and artificial intelligence systems promised a new wave of “thinking” machines that would enhance efficiency and production. It also created fear that people would be replaced by technology and take a backseat to the new marvels (Wise, 1997).

The proliferation of computer networks has made it possible for government, military, educational and business organizations to process and store vast amounts of information more efficiently. But it also led to hacking, security breaches, theft of intellectual property, invasions of privacy and identity theft. And it has led to social, political and cultural changes that have had a sweeping impact on the global community. Western music and radio broadcasts are credited with helping to bring down the Soviet Union. Radio broadcasts and smuggled tape cassettes throughout the 1960s, 1970s, and 1980s, are said to have created a counterculture in Soviet society that became virtually unstoppable (Wasserman, 2004). Technologies have been charged not only with liberating us from our physical constraints, boring routines, and tedious activities, but also with changing our cultural values and social norms.

Note: With the invention of simple machines led to further scientific research and the further development of technological advances.

Document B

The Crowning of King Cotton

Source: ushistory.org. The Crowning of King Cotton. *U.S. History Online Textbook*. 9 Nov. 2015
<<http://www.ushistory.org/us/27a.asp>>

Removing seeds from newly picked cotton is not as simple as it sounds. Cotton is sticky when removed from the plant, and pulling the seeds from its grasp is difficult. Throughout the 1700s, cotton production was expensive because of the huge amount of labor necessary to remove the seeds. All was changed with the invention of the cotton gin. What once was painstakingly slow was now relatively fast. By the end of the 18th century, demand for cotton was increasing as power looms were able to turn out great quantities of cloth. With the cotton gin, southern cotton plantations could now supply the world's demand.

Ironically, the man who would make cotton king was born to a Massachusetts farmer. Almost immediately after graduating from Yale University, Eli Whitney traveled south. While staying at the Savannah plantation of Mrs. Nathanael Green in 1792, the widow of the Revolutionary War general, Whitney created the device that changed the world. Whitney built a machine that moved stiff, brush like teeth through the raw cotton. To his delight, the teeth removed a very high percentage of the nettlesome seeds. Up to this point, it took up to 10 hours to produce a pound of cotton, with very little profit. The cotton gin ultimately grew to produce a thousand pounds of cotton per day with relatively little expense.

As an indication of the impact of this invention, the total amount of cotton being exported was about 138,000 pounds in the year the cotton gin was invented. Two years later, the amount of cotton being exported rose tenfold, to 1,600,000 pounds. Before the gin, the prevailing thinking of the leaders of the country was that slavery would gradually disappear. This all changed when slaves could be used to cultivate millions of pounds of cotton for markets all over the world. Eli Whitney never made a cent on his invention because it was widely reproduced before it could be patented. Determined to duplicate his inventive success, he developed the milling machine, which led to the development of interchangeable parts and the northern factory system. This one individual played a great part in creating the industrial north, as well as the plantation south.

This phenomenal and sudden explosion of success of the cotton industry gave slavery a new lease on life. Prior to this, most thoughtful Southerners, including Washington and Jefferson, had seen slavery as an evil that must eventually be swept away. But with the southern economy now reliant on cotton, these beliefs were seen as old fashioned, and slavery now was seen as an institution to be cherished. That Cotton was King was now well understood in the south. It became the foundation of southern economy, southern culture, and southern pride.

Document C

Simple Machines: Making Work Easier

Source: Lucas, Jim. December 12, 2014. < <http://www.livescience.com/49106-simple-machines.html> > Date retrieved: 8 November 2015.

Throughout history, humans have developed a number of devices to make work easier. The most notable of these are known as the "six simple machines": the wheel and axle, the lever, the inclined plane, the pulley, the screw and the wedge, although the latter three are actually just extensions or combinations of the first three.

Because work is defined as force acting on an object in the direction of motion, a machine makes work easier to perform by accomplishing one or more of the following functions:

- transferring a force from one place to another,
- increasing the magnitude of a force, or
- changing the direction of a force,
- increasing the distance or speed of a force.

Many machines combine more than one of these devices to make work easier. For instance, we might attach a long handle to a shaft to make a windlass, or use a block and tackle to pull a load up a ramp. While these machines may seem simple, they continue to provide us with the means to do many things that we could never do without them.

Wheel and axle

The wheel is considered to be one of the most significant inventions in the history of the world. "Before the invention of the wheel in 3500 B.C., humans were severely limited in how much stuff we could transport over land, and how far," wrote Natalie Wolchover in the Live Science article "Top 10 Inventions that Changed the World." "Wheeled carts facilitated agriculture and commerce by enabling the transportation of goods to and from markets, as well as easing the burdens of people traveling great distances."

The wheel greatly reduces the friction encountered when an object is moved over a surface. "If you put your file cabinet on a small cart with wheels, you can greatly reduce the force you need to apply to move the cabinet with constant speed," according to the University of Tennessee.

In his book "Ancient Science: Prehistory-A.D. 500" (Gareth Stevens, 2010), Charlie Samuels writes, "In parts of the world, heavy objects such as rocks and boats were moved using log rollers. As the object moved forward, rollers were taken from behind and replaced in front." This was the first step in the development of the wheel.

The great innovation, though, was in mounting a wheel on an axle. The wheel could be attached to an axle that was supported by a bearing, or it could be made to turn freely about the axle. This led to the development of carts, wagons and chariots. According to Samuels, archaeologists use the development of a wheel that rotates on an axle as an indicator of a relatively advanced civilization. The earliest evidence of wheels on axles is from about 3200 B.C. by the Sumerians. The Chinese independently invented the wheel in 2800 B.C.

Lever

"Give me a lever and a place to stand, and I'll move the world." This boastful claim is attributed to the third-century Greek philosopher, mathematician and inventor Archimedes. While it may be a bit of an exaggeration, it does express the power of leverage, which, at least figuratively, moves the world.

The genius of Archimedes was to realize that in order to accomplish the same amount of work, one could make a tradeoff between force and distance using a lever. His Law of the Lever states, "Magnitudes are in equilibrium at distances reciprocally proportional to their weights," according to "[Archimedes in the 21st Century](#)," a virtual book by Chris Rorres at New York University.

The lever consists of a long beam and a fulcrum, or pivot. The mechanical advantage of the lever depends on the ratio of the lengths of the beam on either side of the fulcrum.

Inclined plane

The inclined plane is simply a flat surface raised at an angle, like a ramp. According to Bob Williams, a professor in the Department of Mechanical Engineering at the Russ College of Engineering and Technology at Ohio University, an inclined plane is a way of lifting a load that would be too heavy to lift straight up. The angle (the steepness of the inclined plane) determines how much effort is needed to raise the weight. The steeper the ramp, the more effort is required. That means that if we lift our 100-lb. weight 2 feet by rolling it up a 4-foot ramp, we reduce the needed force by half while doubling the distance it must be moved. If we were to use an 8-foot (2.4 m) ramp, we could reduce the needed force to only 25 lbs. (11.3 kg).

Pulley

If we want to lift that same 100-lb. weight with a rope, we could attach a pulley to a beam above the weight. This would let us pull down instead of up on the rope, but it still requires 100 lbs. of force. However, if we were to use two pulleys — one attached to the overhead beam, and the other attached to the weight — and we were to attach one end of the rope to the beam, run it through the pulley on the weight and then through the pulley on the beam, we would only have to pull on the rope with 50 lbs. of force to lift the weight, although we would have to pull the rope 4 feet to lift the weight 2 feet. Again, we have traded increased distance for decreased force.

Screw

"A screw is essentially a long incline plane wrapped around a shaft, so its mechanical advantage can be approached in the same way as the incline," according to [HyperPhysics](#), a website produced by Georgia State University. Many devices use screws to exert a force that is much greater than the force used to turn the screw. These devices include bench vices and lug nuts on automobile wheels. They gain a mechanical advantage not only from the screw itself but also, in many cases, from the leverage of a long handle used to turn the screw.

Wedge

According to the [New Mexico Institute of Mining and Technology](#), "Wedges are moving inclined planes that are driven under loads to lift, or into a load to split or separate." A longer, thinner wedge gives more mechanical advantage than a shorter, wider wedge, but a wedge does something else: The main function of a wedge is to change the direction of the input force. For example, if we want to split a log, we can drive a wedge downward into the end of the log with great force using a sledgehammer, and the wedge will redirect this force outward, causing the wood to split. Another example is a doorstop, where the force used to push it under the edge of the door is transferred downward, resulting in frictional force that resists sliding across the floor.

Document D

Serious skateboard injuries jump - scooters for tots under scrutiny too

Source: Kleinman, Rachel. *The Sydney Morning Herald*. December 20, 2014.

<<http://www.smh.com.au/national/serious-skateboardinjuries-jump--scooters-for-tots-under-scrutiny-too-20141218-12a1bj.html>> Retrieved on 8 November 2015.

The number of children hospitalised due to serious injuries from skateboarding and riding scooters has climbed sharply, a new study has found.

The study also suggested that three-wheel push scooters, a popular toy for three and four year olds, may not be safe for that age group. Monash University's Injury Research Institute analysed Victorian hospital data and found admissions for skateboard-related injuries had jumped 180 per cent between 2006-07 and 2011-12, from 148 to 298. Scooter-related hospitalisations leapt 270 per cent, from 86 to 248.

The true number of injuries is not recorded because the data did not include patients who were treated in emergency departments and then discharged. Patients included in the study sustained more serious injuries and averaged a two-night hospital stay, the study authors said.

Study author Angela Clapperton said she was surprised by the figures. "I expected an increase but not of that magnitude," she said. The most injury-prone age group for skateboarders was 10 to 14 year olds and forearm or wrist fractures were the most common injuries. The worst cases could result in deformity or disability, said Clapperton and co-author Erin Cassell. "The more serious ones were open fractures (where the bone pierces the skin), or fractures that involved both bones of the forearm," Clapperton said. About 10 per cent of skateboard-related hospital admissions were a result of head or facial injuries.

Clapperton and Cassell said wrist, elbow and knee guards should be worn by skateboarders and that mandatory helmet legislation should be considered. Skateboarding lessons for beginners were also recommended. And they said skateboarders should not ride in traffic. "Skitching", which involves skateboarding while holding onto a moving car, has become notorious for causing serious injuries and deaths in Australia and overseas.

Victorian Skateboarding Association president Bernie Griffiths said participation rates were soaring in Victoria, which could explain the spike in hospitalisations. The Victorian Skate Park League numbered 50 participating venues - the biggest competition of its type in Australia, he said.

Kostas Pavlidis, 15, spends time at the skate park most Fridays after school, Saturdays and Sundays. "You do think about injuries a bit when you are trying a new trick but most people know their limits and it's just so addictive and fun."

Kostas said he wore a helmet when he started skateboarding nearly three years ago but felt more confident now about his ability. Josh Hodge, 24, has been skateboarding since his teens and has suffered several serious

injuries, including broken neck vertebrae. But he never picks up his board thinking about the risks - he is solely focused on the highs.

"It's like nothing else - every trick you land is like winning an academy award," Hodge said. Griffiths said helmets were compulsory in association-sanctioned competitions and the association recommended new or infrequent skateboarders always wear safety equipment. But the group did not support mandatory helmet legislation. "Education is a far better way to go," Griffiths said. The association hopes to roll out an education program in Victorian schools next year.

Clapperton said the report also highlighted the dangers of three-wheel push scooters, a popular form of transport for preschoolers. Over the study period, 12 per cent of hospitalisations for scooter injuries were among under-fives. "Young children have underdeveloped motor skills, poor peripheral vision and judgment ...and a high centre of gravity which puts them at risk of head injuries," the report said.

Note: This article was published in a local newspaper in Sydney, Australia. To see the full report of injuries that are associated with skateboard and the use of scooters, visit <http://www.monash.edu.au/miri/>

8th Grade Georgia Studies Frameworks for the Georgia Standards of Excellence in Social Studies

Basic Core	Points			Comments
	Total Possible points	Self-Score	Teacher Score	
Introduction				
Utilizes a hook/grabber	1			
Incorporates background knowledge	1			
Has acceptable thesis with road map	1			
Body Paragraphs				
Analyzes and organizes documents in at least two groups (body paragraphs)	1			
Relates topic sentence to the thesis (see definition) Topic sentence states a claim that will be clearly proven in the body paragraph. (up to one point per body paragraph)	0-2			
Provides evidence or facts directly from documents (one point per body paragraph)	0-2			
Makes an inference and/or argument that explains the fact taken from the document	0-2			
Uses at least 3 of the 4 documents (in DBQ)	3			
States a counter-argument (“Although” statement) in DBQ using an opposing document	1			
Analyzes point of view or bias (if possible in given DBQ)	1			
Documents are cited	1			
Conclusion				
Restates thesis	1			
Clinches argument	1			
Conventions				
Grammar, spelling & neatness	2			
Total	20			

_____/20= _____%