

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

<b>8<sup>th</sup> Grade Georgia Studies - Unit 7- 20<sup>th</sup> Century</b>	
<b>Elaborated Unit Focus</b>	<p>This unit will focus on the economic, political, and natural factors that led to the Great Depression and WWII. Students will understand how Georgia’s <b>production, distribution and consumption</b> changed after WWI. They will examine the cause and effect of the migration of workers from rural areas of Georgia to urban areas across the state. Students will analyze the economic situation in Georgia and the impact of some of the New Deal programs developed for economic relief. Students will examine how governance expanded during this time period and how that had an impact on society locally, nationally, and internationally. The unit will emphasize the <b>individuals, groups, and/or social institutions</b> from the United States as well as other countries whose actions caused <b>conflict and change</b> and had long-term effects not only on Georgia and all American citizens, but around the world.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Production, Distribution and Consumption</b>  <b>Individuals, Groups, Institutions</b>  <b>Conflict and Change</b></p>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <ul style="list-style-type: none"> <li>a. Describe Georgia’s contributions to World War I.</li> <li>b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).</li> <li>c. Describe Eugene Talmadge’s opposition to the New Deal Programs.</li> <li>d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</li> <li>e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.</li> </ul> <p><b>SS8H9 Describe the role of Georgia in WWII.</b></p> <ul style="list-style-type: none"> <li>a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.</li> <li>b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.</li> <li>c. Explain the economic and military contributions of Richard Russell and Carl Vinson.</li> </ul>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p><b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</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>L6-8WHST7:</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>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</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>	<ul style="list-style-type: none"> <li>• Compare similarities and differences</li> <li>• Organize items chronologically</li> <li>• Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>• Identify and use primary and secondary sources</li> <li>• Interpret timelines</li> <li>• Draw conclusions and make generalizations</li> <li>• Determine adequacy and/or relevancy of information</li> </ul>



## Essential Questions and Related Supporting/Guiding Questions

<b>Enduring Understanding Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. What was Georgia most significant contribution to the war effort?             <ol style="list-style-type: none"> <li>a. How did Georgia contribute to the war effort??</li> <li>b. What impact did the contributions have?</li> </ol> </li> </ol>
<b>Enduring Understanding Individuals, Groups, Institutions</b>	<ol style="list-style-type: none"> <li>1. How can change be good and bad for a society?             <ol style="list-style-type: none"> <li>a. How can the actions of a society cause so much destruction for a country?</li> <li>b. How can change designed to help a society also harm society?</li> <li>c. How can the interaction of one group cause so much pain for another group?</li> </ol> </li> </ol>
<b>Enduring Understanding Production, Distribution, and Consumption</b>	<ol style="list-style-type: none"> <li>1. How can location be vital to the economy?             <ol style="list-style-type: none"> <li>a. How did Georgia’s location during WWI help support the economy?</li> <li>b. How can something so small cause so much damage?</li> </ol> </li> </ol>

## Sample Instructional Activities/Assessments

### “Georgia’s Contributions to WWI-Military Bases”

Description – Students will need access to technology in order to research four military bases in Georgia during World War 1. The assignment requires the student to illustrate one of the following four: Fort McPherson, Camp Benning, Camp Jesup, or Fort Oglethorpe. Once students have completed the required illustration of his/her chosen military base, students should complete the enrichment exercise comparing and contrasting his/her chosen base to one not chosen.

**Suggested Websites for Research: (1 and 2 are secondary sources. 3 is a primary source.)**

- 1) <http://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-i-georgia>
- 2) <http://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-i-military-camps>
- 3) <https://militarybases.com/georgia/>

**NOTE:** This assignment can be altered in which the teacher allows choice, as there are many more military bases in Georgia during this time period of WWI.

<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <p>a. Describe Georgia’s contributions to World War I.</p>
<b>Literacy Standards</b>	<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>
<b>Social Studies Matrices</b>	<p>Organize items chronologically; interpret timelines; Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Individuals, groups, institutions</p>

**“Georgia’s Contributions to WW1-Military Bases”**  
**Annotated Illustration**

**Your task:** Draw an illustration of one of the following military bases as they would have appeared in the early 1900’s: Camp Benning, Fort McPherson, Fort Oglethorpe, or Camp Jesup. Annotate this with text labels and descriptions of the key points in the picture.

**Instructions:**

1. Draw a full page picture, in color, of your figure, item or event.
2. Neatly write a title identifying the military base you chose to illustrate.
3. Write a minimum of 6 annotations at least 2 sentences in length each to describe various parts of your drawing. Number these 1-6 on your paper.

**Enrichment:**

Once you have completed the required task as stated in the above directions, you are to write a summary comparing and contrasting the military base you chose to another one stated in “YOUR TASK”. Your summary should make the reader aware of both likenesses and differences.

## “Here lies the Boll Weevil”

Description-Upon the completion of studying about the economic factors that resulted in the Great Depression, students should complete the following activity. The directions and an example are attached below.

Sources students can use for research regarding the destruction caused by the boll weevil in Georgia:

- 1) [http://www.gpb.org/georgiastories/stories/great\\_depression](http://www.gpb.org/georgiastories/stories/great_depression)
- 2) Pages 9-12: <http://athenaeum.libs.uga.edu/bitstream/handle/10724/12179/RB428.pdf?sequence=1>

**NOTE:** Images used in example on the student handout can be found by visiting the following websites:

- 1) [https://commons.wikimedia.org/wiki/File:The\\_common\\_sense\\_party.jpg](https://commons.wikimedia.org/wiki/File:The_common_sense_party.jpg)
- 2) <http://www.publicdomainpictures.net/view-image.php?image=2563&picture=creating-change>

<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <p>b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).</p>
<b>Literacy Standards</b>	<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>
<b>Social Studies Matrices</b>	N/A
<b>Enduring Understanding(s)</b>	Production, Distribution, Consumption

## **“Here lies the Boll Weevil” Gravestone**

**Directions:** Write the epitaph (a summary statement of commemoration for a dead person) like you would find on a gravestone for a boll weevil. Be creative. Yes, I know we wouldn't technically bury a bug, but show your creative side by making sure that you relay what this insect did to Georgia's economy during the Great Depression. You may earn extra points if you make it artistic.

Your epitaph should follow this model: **Example provided as a joke to commemorate common sense.**

Here Lies....

Born...

Died...

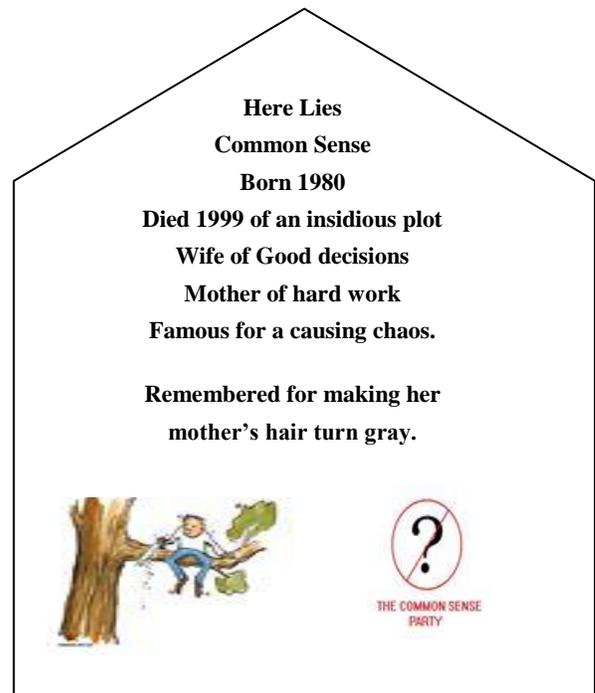
Husband/wife of....

Father/Mother/brother/son of...

Famous for...

Remembered for...

Two pictures that represent the insect.



## “You be the Judge”

Description-Students must make a decision as to whether Eugene Talmadge was good for Georgia or bad for Georgia. The directions are included on the attachment.

Students should be given the following documents to analyze prior to completing the activity.

- 1) Primary Source-An interview of Talmadge to hear his point of view regarding his contributions to Georgia-  
<http://docsouth.unc.edu/sohp/A-0347/A-0347.html>
- 2) Secondary Source- <http://www.georgiaencyclopedia.org/articles/government-politics/eugene-talmadge-1884-1946>

<b>GSE Standards and Elements</b>	<b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b> c. Describe Eugene Talmadge’s opposition to the New Deal Programs.
<b>Literacy Standards</b>	<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Social Studies Matrices</b>	Identify and use primary and secondary sources
<b>Enduring Understanding(s)</b>	Conflict and change

## You be the Judge!

**Your Task:**

- 1) Complete the following sentences to form a poem from the perspective of being PRO-Talmadge and ANTI-Talmadge. (You will be making more than one poem). When writing for Pro-Talmadge, you are writing from his perspective that he was good for Georgia. When writing Anti-Talmadge, you are writing from the perspective of someone who opposed Talmadge and what he did for Georgia while in office.

Pro-Talmadge	Anti-Talmadge
I am...	I am...
I believe...	I believe...
I wonder...	I wonder...
I hear...	I hear...
I feel...	I feel...
I touch...	I touch...
I am...	I am...
I cry because...	I cry because...
I understand...	I understand...
I say...	I say...
I dream...	I dream...
I hope...	I hope...
I am...	I am...

- 2) Once you have written the two poems, you are to write a summary, using text evidence from the two documents provided in class as to “which” Talmadge you chose, Pro or Anti. This means, you must decide if Talmadge was good for Georgia or bad for Georgia.

## “Welcome to Warm Springs” Travel Brochure

Description-Students will complete the following activity as if they work for they work for the Chamber of Commerce of Warm Springs. Their brochure should include the required information as stated in the directions attached below.

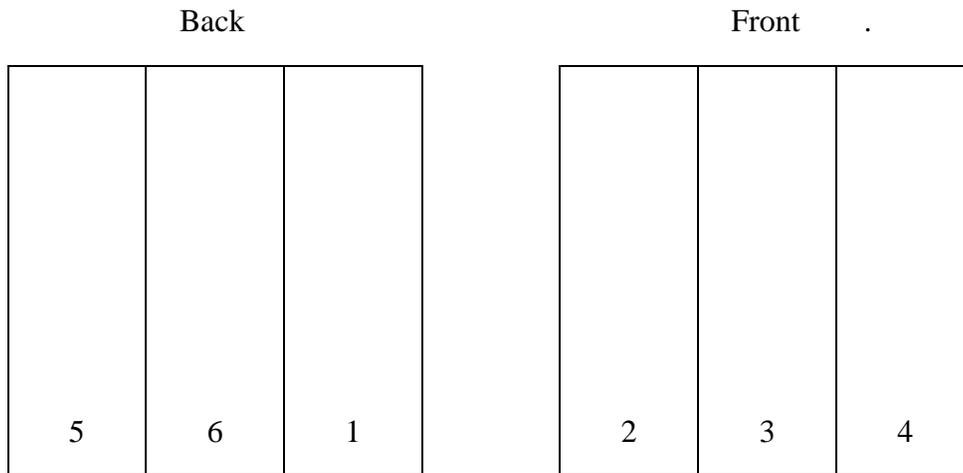
<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <p>d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<b>Social Studies Matrices</b>	N/A
<b>Enduring Understanding(s)</b>	Production, Distribution, consumption

## “Welcome to Warm Springs” Travel Brochure

**Your Job:** Pretend you work for the Chamber of Commerce for Warm Springs, and you must create a travel brochure that would excite potential tourists (use color!) to take a vacation to Warm Springs.

**Instructions:**

1. Turn a blank sheet of computer paper sideways and fold it into thirds.
2. Unfold it and number the sections on the back – from left to right – 5, 6, and 1. I know it seems wrong right now, but in the end it will be right.
3. Flip it over and number the sections on the front – again from left to right – 2, 3, and 4.



4. Now complete each section as follows:

**Section 1:** Write Warm Springs and draw a picture that represents this city.

**Section 2:** Write the word History and briefly describe the important events of this city to include the significance of President Roosevelt’s ties there. Draw a map of the city.

**Section 3:** At the top of the section write the name of a specific site in this city that every vacationer has to see. Draw a picture of the site and write about why tourists should see it. (Why is it important to the city? What happened there?)

**Section 4:** Create a fake amusement park. Title this section with the amusement park’s name, draw a picture, and write about some of the rides and attractions.

**Section 5:** Title it “Accommodations and Dining”, draw a picture, and describe where the vacationer will stay (in other words, this culture’s version of a hotel) and write about the cuisine (types of food) a vacationer might eat there.

**Section 6:** Write a paragraph that persuades tourists that this city and location is the best place to take a vacation. (*Hint: if it doesn’t make you want to go there, it probably won’t make anyone else want to either.*)

## Sum it up-New Deal

**Description:** Students will completed the attached activity summing up with they learned about the New Deal. Students may pick one of the following to complete the five requirements in the circle summary. As stated in the element, students must know CCC, AAA, REA, and SSA, but they may choose from one of the following three: Civilian Works Administration (CWA), Federal Housing Administration (FHA), or Tennessee Valley Authority (TVA).

All directions and expectations are included on the attachment below for the students.

Students will need access to the following documents to complete the activity. The following is a collection of primary and secondary sources to assist students with their research to complete the Sum It Up-New Deal Activity.

- 1) SSA: <https://www.ssa.gov/history/>
- 2) CCC: <http://sos.oregon.gov/archives/exhibits/highlights/Pages/conservation-corps.aspx>
- 3) AAA: <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/fdr-aaa/>
- 4) REA: <http://newdeal.feri.org/tva/tva23.htm>
- 5) Summary of top 10 New Deal Programs: <https://www.thoughtco.com/top-new-deal-programs-104687>

<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <p>e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.</p>
<b>Literacy Standards</b>	<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>
<b>Social Studies Matrices</b>	<p>Draw conclusions and make generalizations; Determine adequacy and/or relevancy of information</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change; Individuals, groups, institutions</p>

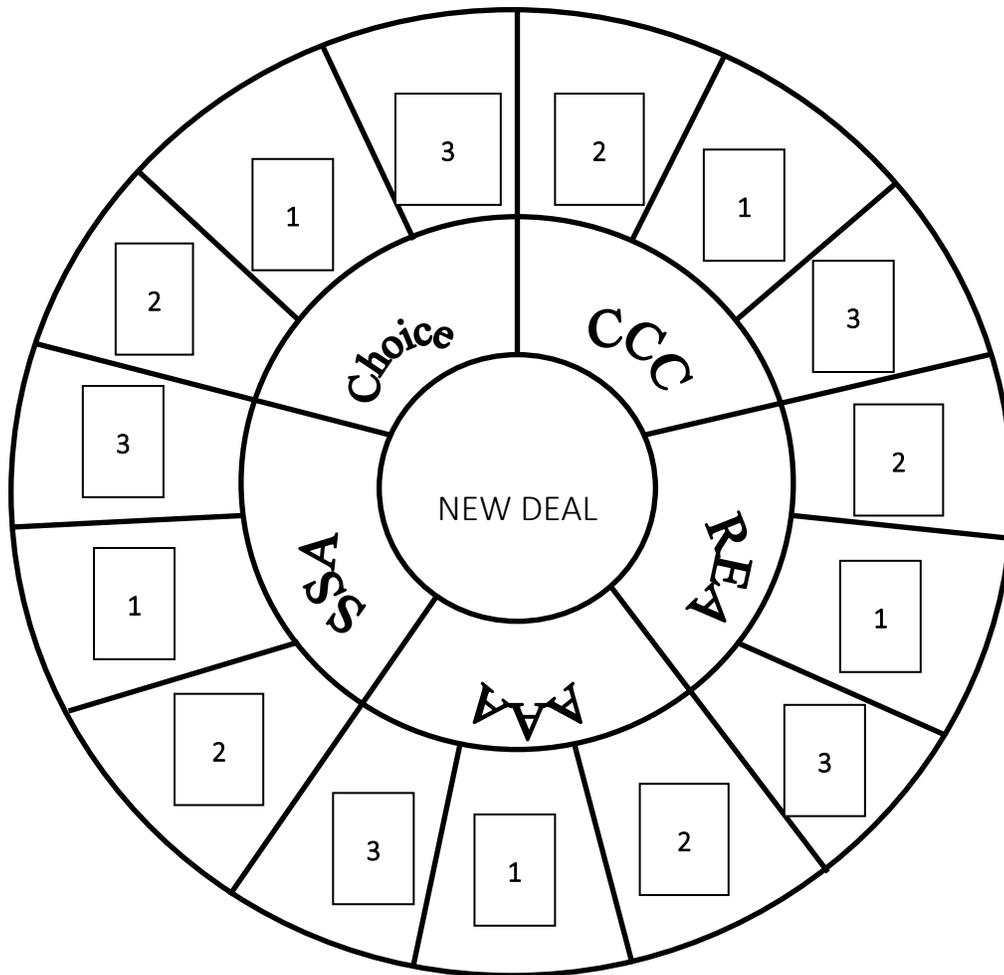
## Sum it up: New Deal

### Circle Summary

**Your task:** Determine the most important fact for each of the four programs as mentioned in the element (AAA, CCC, REA, and SSA). In the fifth section, you may choose from one of the following: CWA, FHA, or the TVA. Draw a picture of that fact in the first box, write the fact in the middle box and respond to it in the last box.

#### Instructions:

1. Copy this chart onto your own paper. Make it big! Leave the numbers 1-3 out, as they are just here to show you the placement for the directions 3-5.
2. In the center of the circle write the name of the unit and draw a picture or symbol to represent it.
3. Write the most important fact you learned about this unit from each of the 5 highways of history in the middle box represented by the #1.
4. For each fact draw and color a picture in box #2.
5. Write a personal response to the fact. (Ex: This reminds me of... I think it is fair/unfair that...) in box #3.



**“Link It”**

Description: At the completion of SS8H8, students should complete this activity to show mastery of the standard. This has students making connections with the concepts and vocabulary of this standard. Students will need a copy of the activity (attached below) that included directions and an example of what the final product should look like.

<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <p>a. Describe Georgia’s contributions to World War I.</p> <p>b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).</p> <p>c. Describe Eugene Talmadge’s opposition to the New Deal Programs.</p> <p>d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</p> <p>e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.</p>
<b>Social Studies Matrices</b>	<p>Determine adequacy and/or relevancy of information</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change; Individuals, groups, institutions; Production, distribution, consumption</p>

## 20<sup>th</sup> Century-“Link It” Chain

**Your Task:** Make connections between important concepts and vocabulary from the 20<sup>th</sup> Century unit.

**Instructions:**

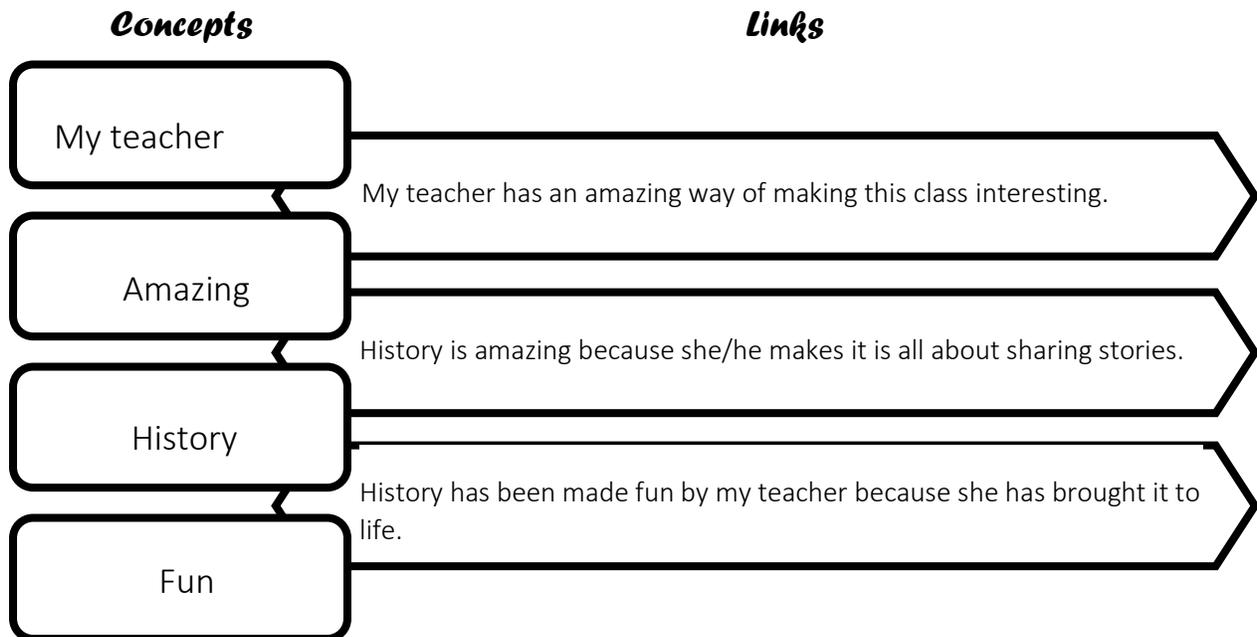
1. Make a chart like the example below on your own paper with 16 boxes under the Concepts column, not just 4.
2. Create a list of **16** people, concepts, terms, or locations in the “Concepts” column below. The box already has 12 of the required words, so you should add an additional 4. These should be words connected to the 20<sup>th</sup> Century unit we are studying. The words listed below are in no particular order. You must decide how you want to “link” them together in the assignment.

**12 of the Required Words-You must decide on 4 more words from this unit.**

Camp Benning	Ft. McPherson	Textile Industry	Cotton
Tybee Island	Savannah	Camp Gordon	Boil Weevil
Roosevelt	Great Depression	New Deal	Drought

3. Then, in the “Links” column, write a sentence or two explaining how each pair of terms is connected. For example, if you had a link of Paleo Indian and American Indian, you might write: “Paleo Indians were some of the first known American Indians to live in what we now know as the state of Georgia.”

\*\*\*When you are done you must have 16 concepts and 15 sentence links!\*\*\*



## Lend Lease 6 C's

Description-Students are to complete the 6 C's document analysis sheet after they have read and analyzed the Lend Lease Act. Students will need a copy of the primary document and the 6 C's document analysis sheet to complete this assignment.

<b>GSE Standards and Elements</b>	<p><b>SS8H9 Describe the role of Georgia in WWII.</b>                  a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.</p>
<b>Literacy Standards</b>	<p><b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<b>Social Studies Matrices</b>	<p>Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p>
<b>Enduring Understanding(s)</b>	<p>Conflict and change</p>

## **A BILL**

Further to promote the defense of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as "An Act to Promote the Defense of the United States".

SEC. 2. As used in this Act -

(a) The term "defense article" means -

- (1) Any weapon, munition, aircraft, vessel, or boat;
- (2) Any machinery, facility, tool, material, or supply necessary for the manufacture, production, processing, repair, servicing, or operation of any article described in this subsection;
- (3) Any component material or part of or equipment for any article described in this subsection;
- (4) Any agricultural, industrial or other commodity or article for defense.

Such term "defense article" includes any article described in this subsection: Manufactured or procured pursuant to section 3, or to which the United States or any foreign government has or hereafter acquires title, possession, or control.

(b) The term "defense information" means any plan, specification, design, prototype, or information pertaining to any defense article.

SEC. 3. (a) Notwithstanding the provisions of any other law, the President may, from time to time, when he deems it in the interest of national defense, authorize the Secretary Of War, the Secretary of the Navy, or the head of any other department or agency of the Government -

- (1) To manufacture in arsenals, factories, and shipyards under their jurisdiction, or otherwise procure, to the extent to which funds are made available therefor, or contracts are authorized from time to time by the Congress, or both, any defense article for the government of any country whose defense the President deems vital to the defense of the United States.
- (2) To sell, transfer title to, exchange, lease, lend, or otherwise dispose of, to any such government any defense article, but no defense article not manufactured or procured under paragraph (1) shall in any way be disposed of under this paragraph, except after consultation with the Chief of Staff of the Army or the Chief of Naval Operations of the Navy, or both. The value of defense articles disposed of in any way under authority of this paragraph, and procured from funds heretofore appropriated, shall not exceed \$1,300,000,000. The value of such defense articles shall be determined by the head of the department or agency concerned or such other department, agency or officer as shall be designated in the manner provided in the rules and regulations issued hereunder. Defense articles procured from funds hereafter appropriated to any department or agency of the Government, other than from funds authorized to be appropriated under this Act, shall not be disposed of in any way under

authority of this paragraph except to the extent hereafter authorized by the Congress in the Acts appropriating such funds or otherwise.

(3) To test, inspect, prove, repair, outfit, recondition, or otherwise to place in good working order, to the extent to which funds are made available therefor, or contracts are authorized from time to time by the Congress, or both, any defense article for any such government, or to procure any or all such services by private contract.

(4) To communicate to any such government any defense information pertaining to any defense article furnished to such government under paragraph (2) of this subsection.

(5) To release for export any defense article disposed of in any way under this subsection to any such government.

(b) The terms and conditions upon which any such foreign government receives any aid authorized under subsection (a) shall be those which the President deems satisfactory, and the benefit to the United States may be payment or repayment in kind or property, or any other direct or indirect benefit which the President deems satisfactory.

(c) After June 30, 1943, or after the passage of a concurrent resolution by the two Houses before June 30, 1943, which declares that the powers conferred by or pursuant to subsection (a) are no longer necessary to promote the defense of the United States, neither the President nor the head of any department or agency shall exercise any of the powers conferred by or pursuant to subsection (a) except that until July 1, 1946, any of such powers may be exercised to the extent necessary to carry out a contract or agreement with such a foreign government made before July 1, 1943, or before the passage of such concurrent resolution, whichever is the earlier.

(d) Nothing in this Act shall be construed to authorize or to permit the authorization of convoying vessels by naval vessels of the United States.

(e) Nothing in this Act shall be construed to authorize or to permit the authorization of the entry of any American vessel into a combat area in violation of section 3 of the neutrality Act of 1939.

SEC. 4 All contracts or agreements made for the disposition of any defense article or defense information pursuant to section 3 shall contain a clause by which the foreign government undertakes that it will not, without the consent of the President, transfer title to or possession of such defense article or defense information by gift, sale, or otherwise, or permit its use by anyone not an officer, employee, or agent of such foreign government.

SEC. 5. (a) The Secretary of War, the Secretary of the Navy, or the head of any other department or agency of the Government involved shall when any such defense article or defense information is exported, immediately inform the department or agency designated by the President to administer section 6 of the Act of July 2, 1940 (54 Stat. 714) of the quantities, character, value, terms of disposition and destination of the article and information so exported.

(b) The President from time to time, but not less frequently than once every ninety days, shall transmit to the Congress a report of operations under this Act except such information as he deems incompatible with the public interest to disclose. Reports provided for under this subsection shall be transmitted to the Secretary of the Senate

or the Clerk of the House of representatives, as the case may be, if the Senate or the House of Representatives, as the case may be, is not in session.

SEC. 6. (a) There is hereby authorized to be appropriated from time to time, out of any money in the Treasury not otherwise appropriated, such amounts as may be necessary to carry out the provisions and accomplish the purposes of this Act.

(b) All money and all property which is converted into money received under section 3 from any government shall, with the approval of the Director of the Budget, revert to the respective appropriation or appropriations out of which funds were expended with respect to the defense article or defense information for which such consideration is received, and shall be available for expenditure for the purpose for which such expended funds were appropriated by law, during the fiscal year in which such funds are received and the ensuing fiscal year; but in no event shall any funds so received be available for expenditure after June 30, 1946.

SEC. 7. The Secretary of War, the Secretary of the Navy, and the head of the department or agency shall in all contracts or agreements for the disposition of any defense article or defense information fully protect the rights of all citizens of the United States who have patent rights in and to any such article or information which is hereby authorized to be disposed of and the payments collected for royalties on such patents shall be paid to the owners and holders of such patents.

SEC. 8. The Secretaries of War and of the Navy are hereby authorized to purchase or otherwise acquire arms, ammunition, and implements of war produced within the jurisdiction of any country to which section 3 is applicable, whenever the President deems such purchase or acquisition to be necessary in the interests of the defense of the United States.

SEC. 9. The President may, from time to time, promulgate such rules and regulations as may be necessary and proper to carry out any of the provisions of this Act; and he may exercise any power or authority conferred on him by this Act through such department, agency, or officer as he shall direct.

SEC. 10. Nothing in this Act shall be construed to change existing law relating to the use of the land and naval forces of the United States, except insofar as such use relates to the manufacture, procurement, and repair of defense articles, the communication of information and other noncombatant purposes enumerated in this Act.

SEC 11. If any provision of this Act or the application of such provision to any circumstance shall be held invalid, the validity of the remainder of the Act and the applicability of such provision to other circumstances shall not be affected thereby.

**Approved, March 11, 1941.**

Transcription courtesy of the United States Department of the Navy's Naval Historical Center.

**Source: "Welcome to OurDocuments.gov." Welcome to OurDocuments.gov. N.p., n.d. Web. 16 Jan. 2017.**

## THE 6 C'S of PRIMARY SOURCE ANALYSIS

### CONTENT

Main Idea  
*Describe in detail what you see.*

### CITATION

Author/Creator  
*When was this created?*

### CONTEXT

What is going on in the world, the country, the region,  
or the locality when this was created?

### CONNECTIONS

Prior Knowledge  
*Link the primary source to other things that you already  
know or have learned about.*

### COMMUNICATION

Point-of-view or bias  
*Is this source reliable?*

### CONCLUSIONS

How does the primary source contribute to our  
understanding of history?

What questions do you have about this source?

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



## “Let’s Sell It!”

Description-Allow students to watch the video: <https://www.c-span.org/video/?299978-1/world-war-ii-savannah-shipyards>

This video is a documentary on the Savannah shipyard and its contributions to Georgia during WWII. As students watch the video, they should complete the attached document analysis sheet from the following website:

[https://www.archives.gov/files/education/lessons/worksheets/video\\_analysis\\_worksheet\\_novice.pdf](https://www.archives.gov/files/education/lessons/worksheets/video_analysis_worksheet_novice.pdf)

Once students have completed the above, they should complete the

- 1) Savannah Shipyard:

<b>GSE Standards and Elements</b>	<p><b>SS8H9 Describe the role of Georgia in WWII.</b></p> <p>b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.</p>
<b>Literacy Standards</b>	<p><b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<b>Social Studies Matrices</b>	<p>Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p><b>Production, distribution, consumption</b></p>

## Analyze a Video



### Meet the video.

What do you see in the video?  
Circle all that apply.



PEOPLE



ACTIVITIES



PLACES

Is there a title?

YES

NO

If so, what does the title tell you about the video?



### Observe its parts.

Who do you see in the video?

What activities do you see happening in the video?

What places do you see in the video?

Write two words that describe this video.



### Try to make sense of it.

Who do you think made this video?

Who do you think was supposed to see the video?

When is this video from?

What is the main idea of the video?  
List two things (people, activities, or places) from the video that support the main idea.



### Use it as historical evidence.

Where do you think you could find more information about the people, activities or places from this video?



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## Advertisement

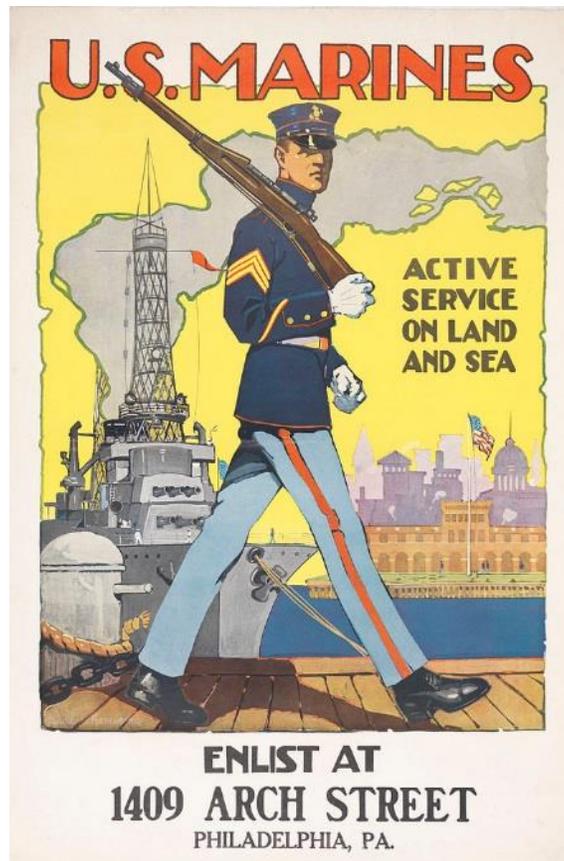
**Your Job:** After you watched the video on Savannah shipyard and its contributions to Georgia during WWII, you are to create an advertisement as if you were living in Georgia during the time of WWII. You are tasked with helping boost the economy, and one way to do this is to increase the ships coming in and out of the shipyard. This should be a one-page ad that could appear in a newspaper or magazine.

Your ad must include:

1. A map of the shipyard, highlighting key points people should be aware of.
2. Color and neat throughout. This means it should be eye catching!
3. Why people should be interested in shipping in and out of the chosen shipyard.
4. A price of docking to load/unload shipyard specializes in handling.
5. A made up quote from someone inquiring about shipping into the shipyard.

**\*NOTE:** The above requirements to be included may be fictional, but make sure your advertisement seems logical and real to the intended audience.

Example: Marines advertisement trying to get enlistees.



Georgia Department of Education

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## Russell vs Vinson

Description-Students should complete the activity based on their research of the economic and military contributions that both Richard Russell and Carl Vinson had for Georgia.

The directions are included on the attachment.

Students may use the following secondary sources to complete the activity:

- 1) Richard Russell secondary source: <http://spartacus-educational.com/JFKrussell.htm>
- 2) Carl Vinson secondary source: <http://www.georgiaencyclopedia.org/articles/government-politics/carl-vinson-1883-1981>

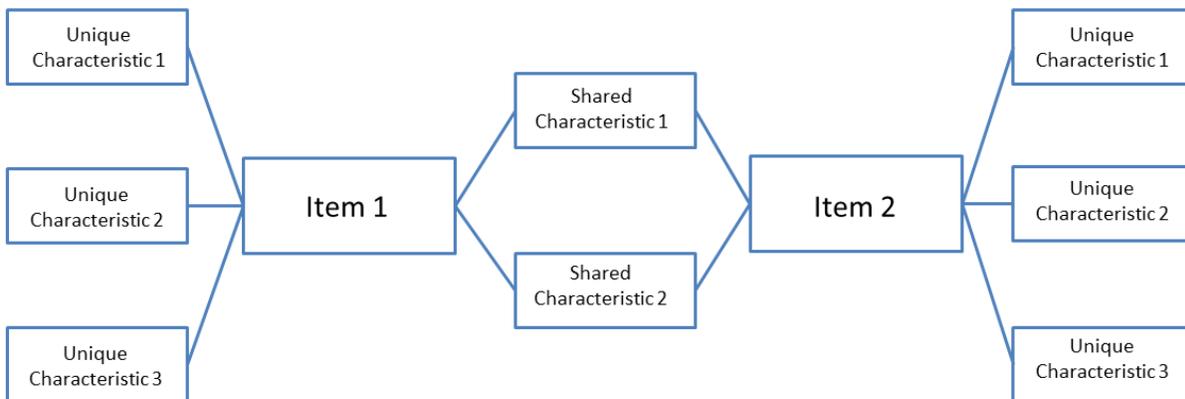
<b>GSE Standards and Elements</b>	<b>SS8H9 Describe the role of Georgia in WWII.</b> c. Explain the economic and military contributions of Richard Russell and Carl Vinson
<b>Literacy Standards</b>	<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Social Studies Matrices</b>	Compare similarities and difference; Determine adequacy and/or relevancy of information
<b>Enduring Understanding(s)</b>	Production, distribution, consumption

## Russell vs Vinson-Venn Diagram

**Your Job:** To complete this activity, copy and complete the following chart based on the comparing and contrasting of Richard Russell to Carl Vinson.

**Instructions:**

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 the name: Russell in “Item 1” box and Vinson in the “Item 2” box.
3. In the boxes on the left side list 3 unique characteristics Russell.
4. In the boxes on the right side 3 unique characteristics of Vinson.
5. In the boxes in the middle list 2 shared characteristics of the Russell and Vinson.



## Mind Map

Description-Students should complete the Mind Map activity in which they connect 20 words from this unit of study to each other. Students may elect to do more than 20, but 20 is the minimum requirement. The directions and attachment are below.

<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <ul style="list-style-type: none"> <li>a. Describe Georgia’s contributions to World War I.</li> <li>b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).</li> <li>c. Describe Eugene Talmadge’s opposition to the New Deal Programs.</li> <li>d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</li> <li>e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.</li> </ul> <p><b>SS8H9 Describe the role of Georgia in WWII.</b></p> <ul style="list-style-type: none"> <li>a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.</li> <li>b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.</li> <li>c. Explain the economic and military contributions of Richard Russell and Carl Vinson.</li> </ul>
<b>Literacy Standards</b>	<b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.
<b>Social Studies Matrices</b>	N/A
<b>Enduring Understanding(s)</b>	Conflict and Change; Individuals, groups, institutions; Production, distribution and consumption

## Mind Map

***Your Job:*** As you learn new things, your brain makes connections to other things you already know. Your task is to create a visual map that shows how your brain connects the terms from this unit. Your end result will be something like a web. Make your map look unique and artistic.

### Directions:

1. Create a list of 20 things (people, places, ideas, inventions, etc.) for the standards studied **SS8H8** and **SS8H9**. It is your choice as to the words you pick from this unit.
2. Your mind map must include the following:
  - a. On a regular paper write the title of the unit in a bubble in the middle of the page (**Georgia throughout WWI and WWII**).
  - b. Draw another bubble with one of the words from your list of 20 connected to the first bubble anywhere on the page.
  - c. Draw another bubble with another word. Connect it either to the first bubble or to the other word. (If they are related in some way).
  - d. Continue adding bubbles and connections until all 20 words are in a bubble and connected to some other bubble.
  - e. Look over your map and add a second connection for each bubble. **EACH BUBBLE MUST CONNECT TO AT LEAST 2 OTHER BUBBLES!**
3. Write your own definitions for 10 of the 20 words from your list in a complete sentence.
4. Choose any 10 connections you made on your map and explain why you made them in 1-2 complete sentences each. (Tell me how those two items are related other than “they both came from the same place”.) Number these 1-10 and write the number on the connection line.
5. Your finished product should be:
  - a. Neat with bubbles connecting lines straight as possible.
  - b. Each bubble and word written 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. 5 pictures on your mind map which match up with either the words in the bubbles or the connections.

## Culminating Unit Performance Task

### “Balling” it all together

Description-Students are to complete the activity that requires multiple task on different panels. In order to complete the required tasks, students will need access to all previous activities within the unit.

Once all activities have been completed on the culminating task, students should attach the panels together to make the shape of a soccer ball.

All directions and templates are attached for the student located below.

<b>GSE Standards and Elements</b>	<p><b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b></p> <ul style="list-style-type: none"> <li>a. Describe Georgia’s contributions to World War I.</li> <li>b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).</li> <li>c. Describe Eugene Talmadge’s opposition to the New Deal Programs.</li> <li>d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.</li> <li>e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.</li> </ul> <p><b>SS8H9 Describe the role of Georgia in WWII.</b></p> <ul style="list-style-type: none"> <li>a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.</li> <li>b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.</li> <li>c. Explain the economic and military contributions of Richard Russell and Carl Vinson.</li> </ul>
<b>Literacy Standards</b>	<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.
<b>Social Studies Matrices</b>	N/a
<b>Enduring Understanding(s)</b>	Conflict and Change; Individuals, groups, institutions; Production, distribution and consumption

## **“Balling” it all together**

**Your Job:** *You will create a soccer ball shaped graphic organizer that uses multiple levels of thinking to show many different aspects about Georgia during WWI and WWII.*

### **Directions:**

1. Trace or print out 6 copies of the template below (this will give you 12 panels) carefully.
2. Each piece must be neatly designed and colored in some way.
3. The requirements for each panel are listed below:
  - a. Make a 3-panel comic strip showing something from the unit we just studied.
  - b. Create a list of five contributions from Georgia during WWI and WWII.
  - c. Choose one thing that the Georgia did wrong in your opinion during this time period. In a paragraph, explain why it was bad and how they could have done it better.
  - d. Choose one thing that the Georgia did right in your opinion. In a paragraph, explain why it was good and how they could have done it better.
  - e. Compare and contrast Georgia’s contributions during WWI and WWII by creating a Venn diagram. Include 3 similarities and 3 differences.
  - f. Make an illustrated time line about Georgia from WWI to WWII. Plot least 10 different points on your time line showing events from that we studied in this unit.
  - g. Draw and label a map of the one of the shipyards studied.
  - h. Make a magazine advertisement as if you were tasked with making the public aware of either the boll weevil or the drought and its impact on Georgia during the Great Depression.
  - i. Write definitions in your own words for 3 key words from the civilization.
  - j. Summarize this unit in one paragraph.
  - k. Choose one topic studied that was your favorite and defend its contribution to Georgia during this time period. It can be an object, person, or law.
4. Carefully cut out the 6 templates. Fold along each of the black lines and carefully glue, tape or staple the 6 pieces together to form your Bloom Ball.

