

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.

Georgia Studies 8th Grade - Unit 8 – Post WWII Georgia	
Elaborated Unit Focus	This unit will evaluate the impact of various individuals, groups, and institutions which significantly influenced social and economic growth in Georgia after World War II. Students will learn how the post-World War II movement/migration of people and ideas affected Georgia’s citizens. Student will analyze the consequences of technological innovation not only on Georgia society, but also on the nation and world. Finally, students will also come to understand that location affects a society’s economy and its place in world trade.
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • Individuals, Groups, Institutions • Movement/Migration • Technological Innovation • Location
GSE for Social Studies (standards and elements)	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>a. Explain how technology transformed agriculture and created a population shift within the state</p> <p>b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.</p> <p>c. Describe the relationship between the end of the white primary and the 1946 governor’s race.</p> <p>SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.</p> <p>a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally</p> <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <p>b. Explain how entrepreneurs take risks to develop new goods and services to start a business.</p> <p>c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.</p>
Connection to Literacy Standards for Social Studies (reading and/or writing)	<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>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p>

	<p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<ul style="list-style-type: none"> • Identify and use primary and secondary sources • Identify social studies reference resources to use for a specific purpose • Draw conclusions and make generalization



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1 Individuals, Groups, Institutions	<ol style="list-style-type: none"> 1. When is change not good for a society? <ol style="list-style-type: none"> a. How can one person cause so much change? b. How can individuals impact the development of a city? c. How can conflict among people cause change?
Enduring Understanding 2 Movement/Migration	<ol style="list-style-type: none"> 1. How does migration cause change? <ol style="list-style-type: none"> a. How can migration be key to survival? b. How has technology aided migration? c. How can migration be helpful and harmful?
Enduring Understanding 3 Technological Innovation	<ol style="list-style-type: none"> 1. What surprises can technology bring? <ol style="list-style-type: none"> a. How can something good be bad? b. Can the good outweigh the bad? c. How can technological inventions be both good and bad for society?
Enduring Understanding 4 Location	<ol style="list-style-type: none"> 1. How does where we live impact how we live? <ol style="list-style-type: none"> a. Why is location important for movement and migration? b. Why is Georgia’s location important for the economy? c. How has Georgia benefitted from its geographical location?

Sample Instructional Activities/Assessments

Influences and Contributions

Description –Students will complete the activity to demonstrate their understanding of how technology transformed agriculture and created a population shift in Georgia post-World War II.

All directions are on the attachment listed below.

Students will need access to the following documents in order to research the shift in technology and the implications it had on Georgia:

- 1) Secondary Source: http://www.livinghistoryfarm.org/farminginthe40s/machines_08.html
- 2) Secondary Source: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/postwar/>
- 3) Secondary Source: <https://www.britannica.com/technology/history-of-technology/The-20th-century>

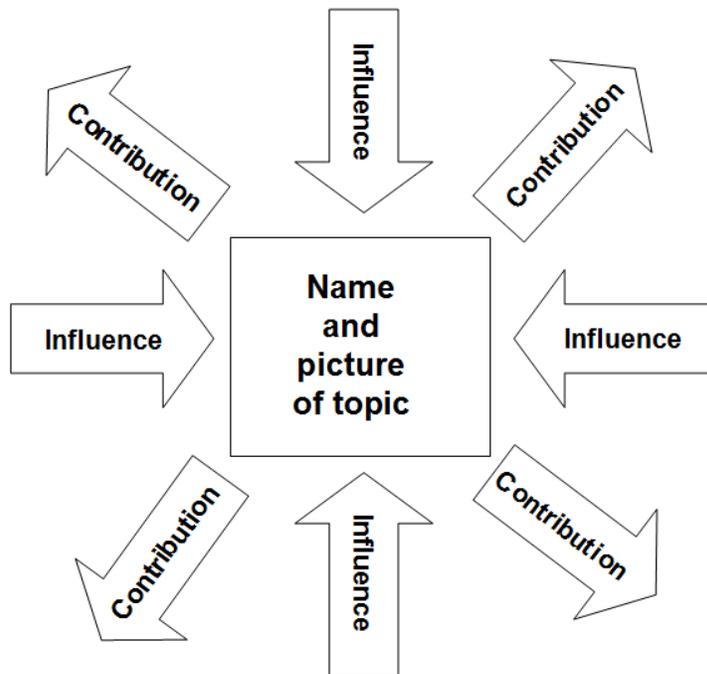
GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>a. Explain how technology transformed agriculture and created a population shift within the state</p>
Literacy Standards	L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Social Studies Matrices	Draw conclusions and make generalizations
Enduring Understanding(s)	Technological Innovation

Influences and Contributions

Your Job: Copy and complete the graphic organizer below which highlights the influence of the technological transformation that took place in Georgia post-World War II.

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: **How did technology transform agriculture and create a shift in the population in Georgia after WWII?** and draw a picture to represent this question.
3. In the arrows labeled “Influence”-write something that influenced (helped, encouraged, inspired, etc.) the impact technology had on Georgia. This could be something from someone or from things happening in Georgia at this time.
4. In the arrows labeled “Contribution” -write something that the technology transformation had on Georgia (gave, taught, shared).
5. On the back of your chart, you are to compose a written explanation of your diagram. In conclusion to your written explanation, you must explain the biggest influence technology had on Georgia and the biggest contribution. Make sure you explain your answer as to why it is the most important to you.



Changes over Time Activity-Cause and Effect Activity

Description- Students will complete the activity after analyzing the attached document to answer the question: “Can technological inventions have intended and unintended consequences?”

Students will need access to the attached primary source. This is a brochure that was published around 1945 discusses the state of Georgia’s agriculture. The informational brochure was created by the Agricultural and Industrial Development Board. The site to find the following source can be found by accessing:

https://georgiahistorytps.files.wordpress.com/2012/08/pss4_ss8h10_gaag.pdf

The activity and directions are attached as well as the brochure which can also be accessed by going to the website above.

GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>a. Explain how technology transformed agriculture and created a population shift within the state</p>
Literacy Standards	<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>Technological Innovation; Movement/Migration</p>
Social Studies Matrices	
Enduring Understanding(s)	



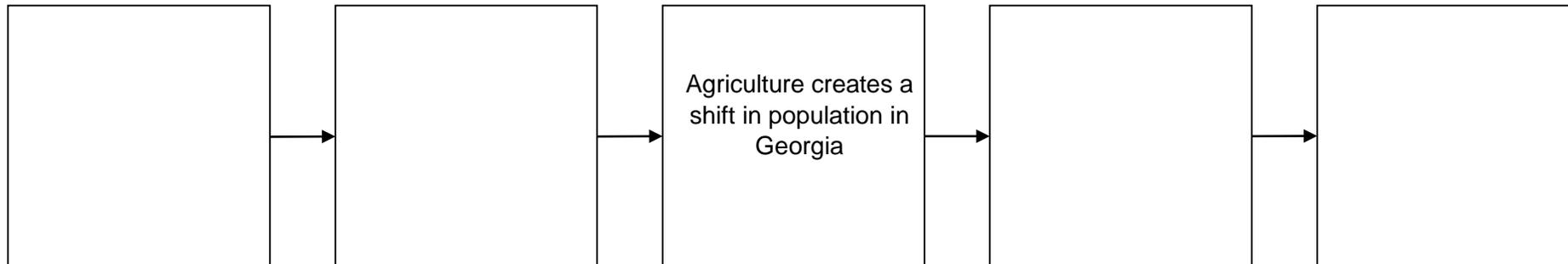
Agriculture and the changes in Population for Georgia Cause and Effect Chain



Your task: Copy and complete the following chart to show how agriculture created a population shift in Georgia with the transformation in technology.

Instructions:

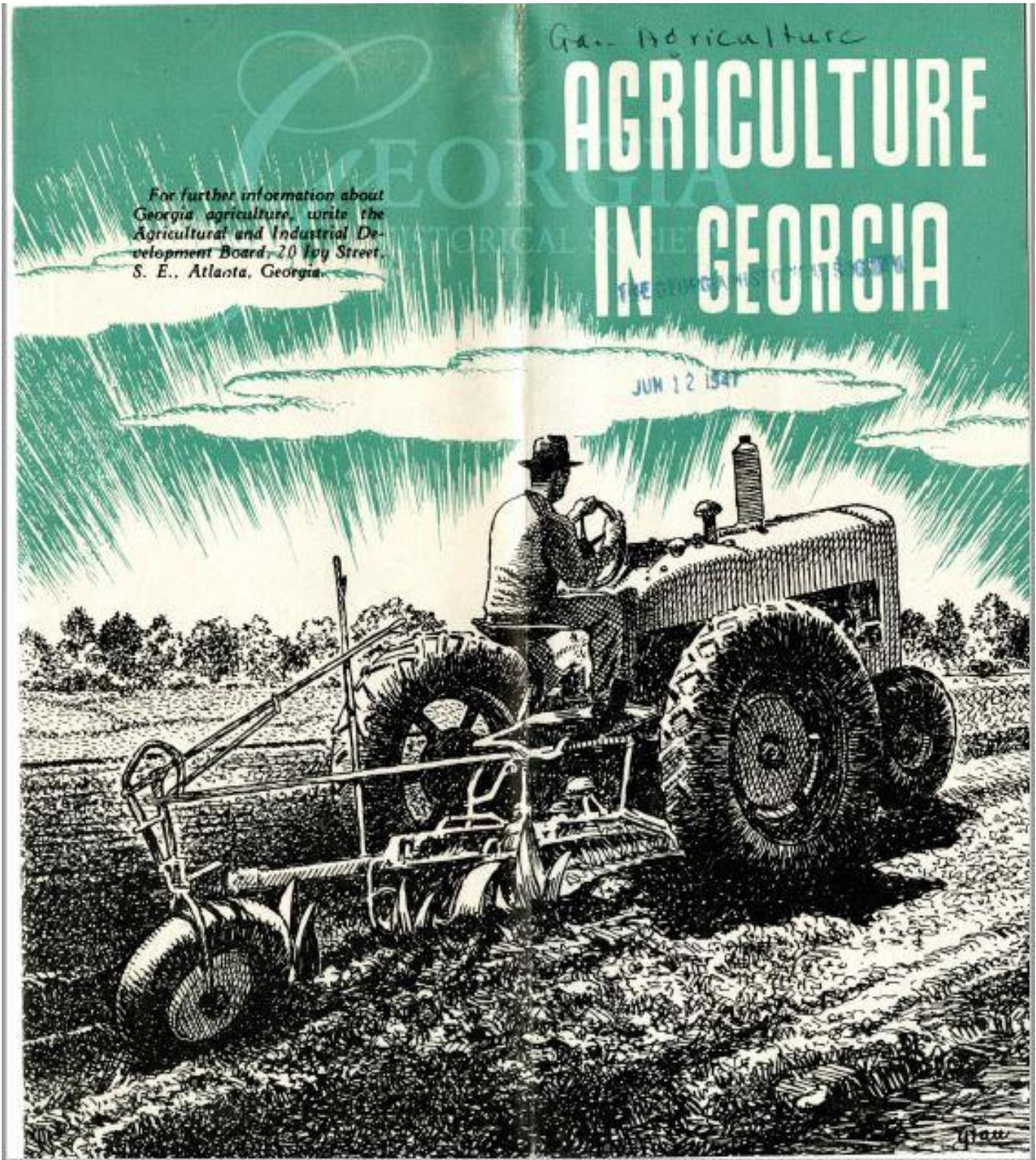
1. Copy the chart below onto your own paper.
2. Write the assigned event (look at the assignment choice sheet) in the middle box [box 3].
3. In box 2 write an event that caused the event in box 3. Include a short explanation (at least one complete sentence) about the event.
4. In box 1 write an event that caused the event in box 2. Include a short explanation (at least one complete sentence) about the event.
5. In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
6. In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



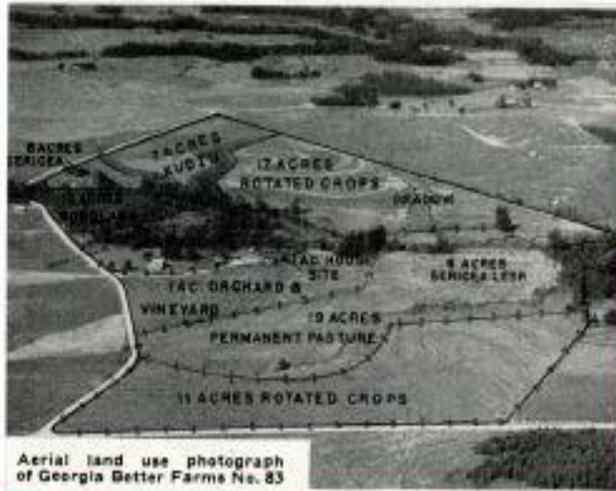
6. Look over the chart you just made. When you consider the causes and effects how agriculture created a shift in the population of Georgia during this time period, does it make you think that event was very important in history or not? Write an

A(nswer)R(eason)E(evidence) statement explaining your answer.

- A: _____ is / is not a very important event in history
- R because _____
- E: This is proven by _____ which shows _____



Georgia Department of Education



Aerial land use photograph of Georgia Better Farms No. 83



Mechanization increased nearly 75 per cent from 1910 to 1940



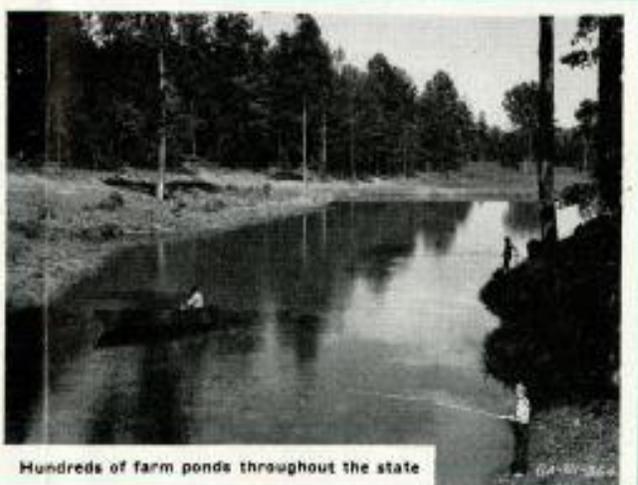
1,000 mechanical weeders predicted for Georgia farms next year



4,615 new farm home owners through Farmers' Home Administration loans



F.F.A. livestock show



Hundreds of farm ponds throughout the state



Strip cropping and terracing are rebuilding Georgia farms



Forests, pastures, cattle — year-round crops in Georgia



21,000,000 pounds of Blue Lupine seed harvested in 1945



Cover crops for shoulders of farm-to-market roads

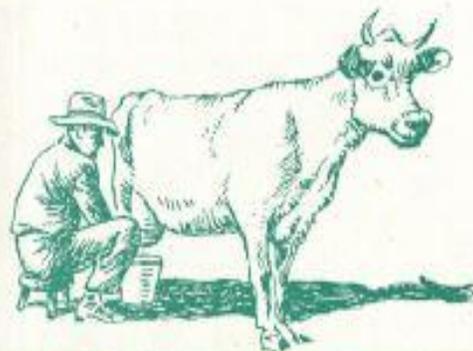
AGRICULTURAL horizons are bright in Georgia. A farm now means 110 acres and a tractor instead of 40 acres and a mule. Farm tenancy has declined to its lowest point since 1900, and farm homes are being painted and electrified.

Under the slogan of the Soil Conservation Service, "Cover Georgia with a blanket of green," 38,000 farmers are engaged in a far reaching conservation program covering over 95 per cent of the state's area. Kudzu, almost unknown ten years ago, now grows on nearly 90,000 acres.

Agricultural practices have improved, and better farm-to-market roads are getting the farmer out of the mud.

Under the Callaway Plan 100 Georgia Better Farms have been organized as the first step in an agricultural program which includes soil improvement, long-term credit for farmers, greater mechanization, and more food-processing plants.

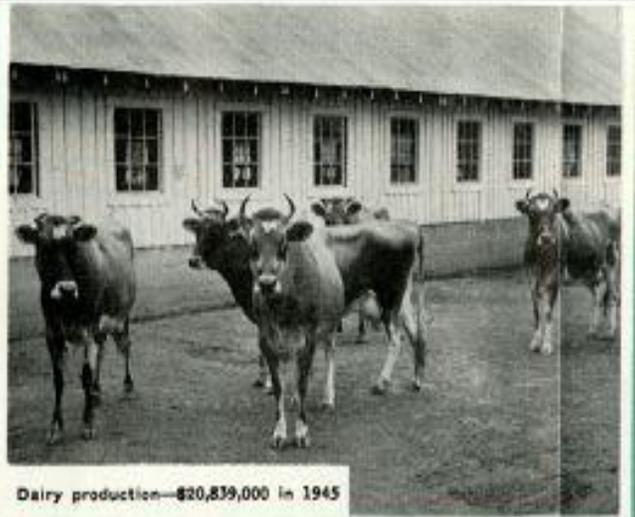
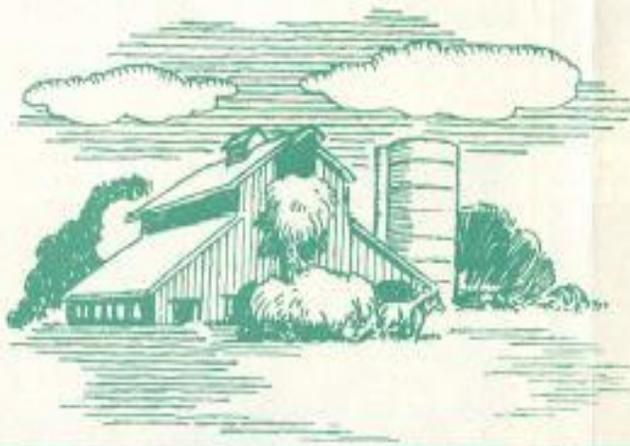
Agricultural education has made tremendous strides. The Future Farmers of America and 4-H Clubs are doing outstanding work, while the College of Agriculture at the University of Georgia and the Agricultural Extension Service are each contributing to the development of a more prosperous agriculture in the state.



GEORGIA is the largest state east of the Mississippi River, with approximately 37,451,520 acres, two-thirds of which is in forests. Its climate is mild, the average number of growing days varying from 230 in North Georgia to 260 in the southern part of the state. Cattle can graze on year-round pastures. Fourth in the nation according to farm population, Georgia is a state whose future depends large only on the soil.

Timber grows well in Georgia. Slash pine replenishes itself at least six times as fast as northern wood used for pulp in paper making. Nor is its timber supply being depleted. The State Department of Forestry has launched a planting program under which it expects to distribute 50 million seedling trees per year by 1950.

One of the most striking developments in Georgia agriculture in recent times is the increase in livestock production. Gross income from this source now exceeds that from any other farm product. Particularly outstanding is the broiler industry, in which Georgia now ranks second in the nation.



Dairy production—\$20,839,000 in 1945



Nurseries supply farmers with millions of pine seedlings annually



Georgia produces about two-thirds of the nation's naval stores



Year-round pastures help produce fine herds of cattle



Poultry brought Georgia farmers \$45,839,000 in 1945



Georgia farmers are finding hog raising profitable



Turkeys thrive on Georgia farms



The new Sanford Wheat produced by Georgia's Experiment Station



The peanut crop meant \$52,037,000 to Georgia farmers in 1945

Nature is good



Cotton income was \$71,671,000 in 1945



Beautiful Georgia peaches



Grapes grow well in the warm Georgia sun



More truck crops, such as beans, increase Georgia farm income



Greater corn yield is a part of Georgia's progress in farming



Georgia leads the nation in production of sweet potatoes

ed to Georgia!



Tobacco yield in 1945, \$49,552,000



Georgia produces more watermelons than any other state



The greatest part of the nation's pimientos comes from Georgia

GEORGIA agriculture is characterized by improved cultural practices and greater production. Its most significant development, however, has been the shift from a one-crop system to a more balanced agriculture. Cotton, long the principal source of farm income, declined from an average of more than 3,000,000 acres in the 1920's to about 1,500,000 in the early 1940's. During the same time, however, the yield increased from approximately 175 lbs. per acre to about 250 lbs.

Georgia has long been famous for its peaches and watermelons. Within recent years it has made outstanding progress in the production of truck crops such as tomatoes, beans, and cabbage. In 1945 the value of truck crops was placed at \$23,330,000. Georgia leads the nation in peanut, pimiento, and sweet potato production.

Its agricultural experiment stations have led in the development of new and improved varieties of cotton, wheat, oats, peanuts, and other crops. A tremendously increased program of research which is now under way will mean much to the future of farming in the state.



FOOD processing is one of Georgia's expanding industries, with new plants continually being opened up throughout the state. In addition, Georgia leads the Southeast in number of freezer locker plants, with 125 in operation or under construction and additional ones proposed. Immense progress has been made in the field of meat processing. Dairying is also an industry which is growing rapidly. In line with these developments, the University's College of Agriculture offers training courses in both milk and meat processing.

Farmers' markets, operated under the supervision of the State Department of Agriculture, are found in nine Georgia communities. Another one is now building, with two new ones planned for immediate construction. Sales through these markets totaled \$26,494,022 in 1945.

More dehydration of feedstuff is expected to help solve the livestock feed problem and also increase Georgia's farm income.



Hartsfield-Hero Poster Activity

Description-Students will complete the following activity after they have learned about the contributions of William Hartsfield had for Atlanta as well as Georgia. Instead of a typical Wanted Poster one might have seen had he/she lived in the days of western expansion, students are to create a Hero Poster. The requirements and directions are listed below.

GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.</p>
Literacy Standards	<p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Social Studies Matrices	<p>Draw conclusions and make generalizations</p>
Enduring Understanding(s)	<p>Individuals, Groups, Institutions</p>

Hartsfield-Hero Poster

Your Job: Create a Hero poster for William Hartsfield. As opposed to a Wanted Poster that was used back in the days of western expansion, your task is to create a Hero Poster in honor of William Hartsfield. Hartsfield was loved by many people in Georgia, and this is proven as he served six terms as Mayor of Atlanta.

Your poster must include all of the following:

1. A picture of William Hartsfield. You may draw this or find an image to use of Hartsfield.
2. Two images or drawings of something that represents what Hartsfield meant to Georgia.
3. Two quotes from a person living at the time showing what people might have said about this Hartsfield.
4. Two quotes from Hartsfield about his feelings regarding what was happening in Georgia while he was Mayor. These do not have to be actual quotes (meaning you can make this up), but it must be something that relates to the impact that William Hartsfield had on Georgia during his reign of Mayor of Atlanta during a very trying time in our society.
5. Be creative. Give William Hartsfield the recognition he deserves for the contributions he brought to Atlanta during his reign as Mayor.
6. A written description of what the person has done in their life. This should be done on a separate sheet of paper to include your thoughts regarding the contributions Hartsfield made for Atlanta as well as Georgia.

NOTE: Your poster should convey the contributions William Hartsfield had for Georgia.

Ivan Allen Paper Bag Puppet Activity

Description-Students will complete the activity based on their reading of the following documents:

- 1) Ivan Allen’s Obituary as published: <https://www.theguardian.com/news/2003/jul/10/guardianobituaries>
- 2) <http://blog.dlg.galileo.usg.edu/?p=1885>

The directions are attached below. Students will need crafting materials and a paper bag to complete the creative aspect of creating the visual of Ivan Allen.

GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.</p>
Literacy Standards	<p>L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Identify and use primary and secondary sources</p> <p>Individuals, Groups, Institutions</p>
Social Studies Matrices	
Enduring Understanding(s)	

Paper Bag Puppet

Your Job: In order to show your understanding of what Ivan Allen did for Georgia, you are to complete the following activity. First, you are to write a short biography about Ivan Allen to include his contributions to Georgia and how he was instrumental in the development of Atlanta during a trying time. Also, you must include a list of 10 statements Allen might have said while serving Atlanta in capacity of Mayor. Finally, you are to create a puppet of that Ivan Allen. Make sure you are being creative to show the man Ivan Allen was and what he meant to Georgia during the time he served as Mayor of Atlanta.

Instructions:

1. Research must be completed in order for you to understand the impact Allen had on Georgia.
2. Write a 2 paragraph biography about Ivan Allen which includes:
 - a. His beliefs and contributions to Georgia.
 - b. Where he lived and
 - c. Why he is important historically to Georgia.
3. Write 10 statements Ivan Allen would have said. These can be taken directly from speeches he gave or can be invented based on what you have learned about him.
4. Create Ivan Allen's face (either drawn or in layers of cut out of construction paper) and attach to the top flap of the paper lunch sack.
5. Create clothing (that fits the time period-1940's) and attach to the front of the paper bag.

+++Your puppet must **clearly** represent Ivan Allen+++



1946 Governor’s Race Trading Card Activity

Description-Students will create three trading cards representing the three individuals that were part of the 1946 Governor’s Race. All directions and how this should appear are listed below on the attachment.

Students may use the following website to read and annotate in order to understand what 1946 Governor’s Race meant to Georgia at this time:

<http://www.georgiaencyclopedia.org/articles/government-politics/three-governors-controversy>

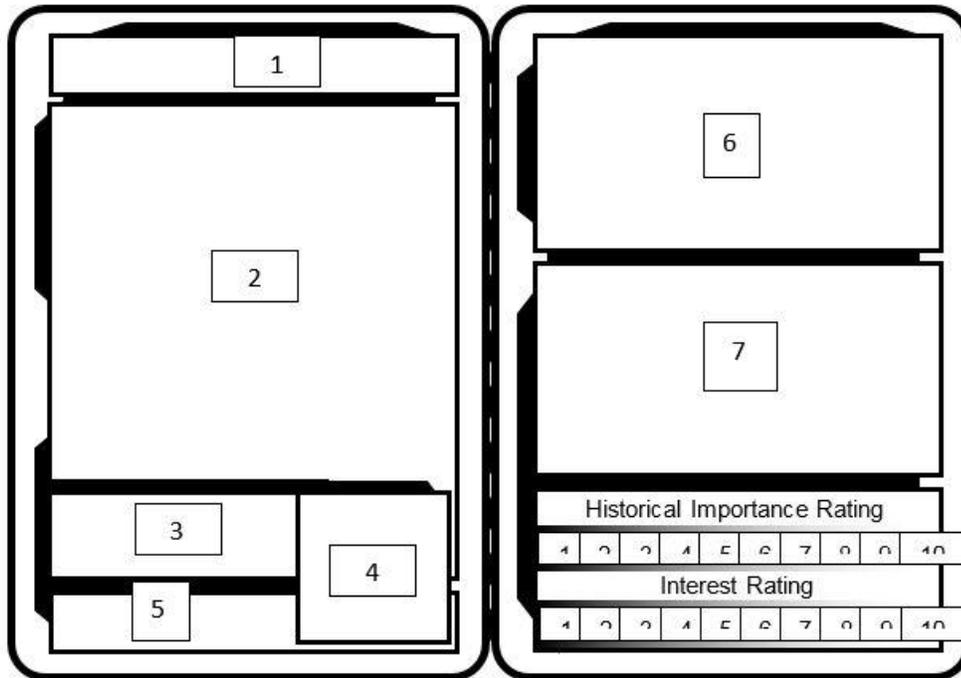
GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>c. Describe the relationship between the end of the white primary and the 1946 governor’s race.</p>
Literacy Standards	<p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Draw conclusions and make generalizations</p> <p>Individuals, Groups, Institutions</p>
Social Studies Matrices	
Enduring Understanding(s)	

1946 Governor's Race Trading Cards

Your Job: Create 3 historical trading cards based on the three key individuals of the 1946 Governor's Race

Directions:

1. Carefully **trace** the template below 3 times onto one side of a blank white paper, leaving out the numbers 1-7 in the boxes below. These numbers will be explained below in the direction



2. Use this model to fill in your trading cards:
 - 1) Name of the Governor represented on this trading card.
 - 2) A picture of this particular person.
 - 3) Title of the Activity: 1946 Governor's Race
 - 4) An image that represents this event
 - 5) Your name
 - 6) Fact 1: an interesting fact about this person that shows his significance to the 1946 Governor's Race
 - 7) Fact 2: another interesting fact about this person that shows his significance to the 1946 Governor's Race
3. For the rating bars color in the boxes up to the rating you would give. A 10 means that Georgia would have suffered in some way had he not run for Governor in 1946. A 1 means the Georgia wouldn't have changed at all without him running for Governor.

“Introducing...”

Description-Activity is attached below. Students should research the candidate of their choice to prepare a speech. Students will need access to the following documents to allow them to conduct their research for their speech:

- 1) <http://www.georgiaencyclopedia.org/articles/government-politics/three-governors-controversy>
- 2) <http://www.georgiaencyclopedia.org/articles/business-economy/james-v-carmichael-1910-1972>
- 3) <http://www.georgiaencyclopedia.org/articles/government-politics/eugene-talmadge-1884-1946>
- 4) <http://www.georgiaencyclopedia.org/articles/government-politics/e-d-rivers-1895-1967>

GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>c. Describe the relationship between the end of the white primary and the 1946 governor’s race.</p>
Literacy Standards	<p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>Distinguish between fact and opinion</p> <p>Individual, Groups, Institutions</p>
Social Studies Matrices	
Enduring Understanding(s)	

Governor Candidate Introduction Speech

Your Job: Often when a person is running for a political office and they are about to give a speech, they are first introduced by someone else with a short speech. Write and recite a short introduction speech for either James V. Carmichael, Eugene Talmadge, or Eurith Rivers

Your speech must:

- 1) Be about 1 minute in length (approximately 3 paragraphs written should do it).
- 2) Include key details and information about what makes this candidate the right choice.
- 3) Be inspiring (if you are introducing the Queen, you would likely want to leave out the fact that she wasn’t always loved by the people of England when Diana was alive.)
- 4) Make the person sound important. Use evidence that you learned from reading the documents about the candidates.

Speech:

- 1) Be prepared to give your speech to the class.
- 2) Rehearse your speech. You may have notecards, but do not read your speech directly to the audience.
- 3) REMEMBER... You want people to vote for your candidate.

Cartoon Creation

Description-Using the websites below, students are to design and create a cartoon to demonstrate what happened during the Governor’s Race of 1946. The directions are attached on the document below.

- 1) <http://www.georgiaencyclopedia.org/articles/government-politics/three-governors-controversy>
- 2) <http://www.georgiaencyclopedia.org/articles/business-economy/james-v-carmichael-1910-1972>
- 3) <http://www.georgiaencyclopedia.org/articles/government-politics/eugene-talmadge-1884-1946>
- 4) <http://www.georgiaencyclopedia.org/articles/government-politics/e-d-rivers-1895-1967>

GSE Standards and Elements	<p>SS8H10 Evaluate key post-World War II developments in Georgia.</p> <p>c. Describe the relationship between the end of the white primary and the 1946 governor’s race.</p>
Literacy Standards	<p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>Distinguish between fact and opinion</p>
Social Studies Matrices	
Enduring Understanding(s)	

Governor's Race of 1946 Comic Strip

Your Job: Create a comic strip of at least 5 panels about the Governor's Race of 1946.

Directions:

1. Plan out each of your panels carefully. Make sure you can tell the whole story!
2. Each panel should include at least one text bubble.
3. All panels should include a background to indicate where it is taking place.
4. Drawings should be neat, and creative.

EXAMPLE of a 5 panel cartoon.



Comic Strip Source: https://commons.wikimedia.org/wiki/File:You_know_me_al_comic_strip.png

Infrastructure Comparison of Georgia

Description-Students will compare the Infrastructure of Georgia to include the Interstate Highway System, International Airport, deepwater ports, and railroads to a state of their choice. Students will need the document attached below as well as access to the following website: <http://www.infrastructurereportcard.org/state-by-state/>
Once students complete the comparison of Georgia and the state of their choice, they should write a written explanation as stated on the activity below.

GSE Standards and Elements	<p>SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.</p> <p>a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>N/A</p> <p>Location</p>

Comparing Infrastructures

Directions: You are have a company that depends on transportation via highway, deepwater ports, railroads, and also via the air. Therefore, you must select rather you want to establish your business in Georgia or another state.

Using the website: <http://www.infrastructurereportcard.org/state-by-state/> you are to research your state (GEORGIA) to a state of your choice based on the infrastructures listed. While you must do the first four, you must select one of the infrastructures that interest you to compare as well. Your information should include, but not limited to the following for each:

- 1) The grade based on the report card
- 2) Important information regarding each type of infrastructure listed
- 3) 3 key facts for each.

Infrastructure:	Georgia	State of Your Choice:
Roads		
Ports		

Rail		
Aviation		
Your Choice: _____		

Once you have completed the comparison of Georgia to a state of your choice, you now must analyze the results and compose a written proposal that you will submit to your team of where you feel your company should be established. Make sure you include evidence you found doing your research.

Industry in Georgia Web Quest

Description-Students will complete a web quest as they analyze the key components that have had an economic impact on Georgia. Using the website: <http://www.georgia.org/> students will complete the questions below as they analyze various industries in Georgia and their economic impact they have had on Georgia over the years. All directions are on the attachment below.

GSE Standards and Elements	<p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <p>b. Explain how entrepreneurs take risks to develop new goods and services to start a business.</p> <p>c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.</p>
Literacy Standards	<p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>Identify social studies reference resource to use for a specific purpose</p>
Social Studies Matrices	
Enduring Understanding(s)	
	Location

The impact of Georgia’s industry on the economy Web Quest:

Directions: Using the site: <http://www.georgia.org/> you are to complete the following reflection questions to evaluate the economic impact of various industries in Georgia. As you peruse the website, what do you infer about the following questions?

STEP 1) Once you have visited the site listed above, click “GEORGIA INDUSTRIES” to access the dropdown menu for the following:

AGRIBUSINESS

- 1) What are some crops that GA leads the nation growing?
- 2) Choose three agribusiness companies and give detailed information regarding:
 - a. Amount Employed
 - b. What this business produces
 - c. How this benefits Georgia’s economy
- 3) Scroll down to the following of the AGRIBUSINESS link and click EXPLORE FINANCIAL ASSISTANCE.
 - a. What does this mean to someone looking to start a business in Georgia?
 - b. What are two of the top financial resources that help grow Georgia businesses?

ADVANCED MANUFACTURING

- 1) Why does it state that GA has a top-ranked workforce?
- 2) What do the four LOGISTICS ADVANTAGES mean for Georgia? Explain in detail.

DIGITAL ENTERTAINMENT

- 1) What are 5 key advantages to the digital entertainment industry in Georgia? Explain what these mean to someone, not just restating them here.
- 2) Summarize what is stated in #3 Georgia is home to world class institutions and innovators.

FILM AND TV PRODUCTION

- 1) Summarize what this means to someone looking to move to Georgia to start a television production. Do not quote this, but summarize it in three sentences in your own words.

Culminating Unit Performance Task

Post WWII Georgia Culminating Task

Description-At the conclusion of the unit, students will take what they have learned to complete the following task. You will need the research from the activities: 1) Infrastructure Comparison and 2) Industry in Georgia Web Quest as well as the documents listed below to complete the attached activity.

- 1) https://www.jec.senate.gov/public/_cache/files/323f046b-3e87-477f-9f96-0d0ac8f1e90f/jec-state-economic-snapshots-january-2017.pdf
- 2) <http://www.businessinsider.com/state-economy-ranking-july-2015-2015-7/#51-mississippi-1>
- 3) http://www.compare50.org/chart/category/1/sub_category/32/display/33/chart/51/type/31/states/63

GSE Standards and Elements	<p>SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.</p> <p>a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally</p> <p>SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.</p> <p>b. Explain how entrepreneurs take risks to develop new goods and services to start a business.</p> <p>c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.</p>
Literacy Standards	<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>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p>
Social Studies Matrices	<p>Identify and use primary and secondary sources</p>
Enduring Understanding(s)	<p>Location</p>

Job Creation

Directions: You have decided that you are ready to establish your dream job. You have researched the industries and infrastructures in Georgia, but you now have to determine just what business you think would be the most successful in Georgia. For example, growing something that can't survive in hot, humid weather in Georgia is a bad idea.

Your Project Must Include:

- 1) **Informational Poster** to promote your business:
 - a. This must have factual evidence of why your business will be profitable in Georgia
 - b. Image(s) that represent your business

- 2) **Written Component:** You must complete a written explanation of your research to state why you feel, after your research, that your business will be successful in Georgia. This should include, but not limited to, statistical data of the 5 year projected business plan (this is hypothetical), where you will locate your business in Georgia and why, how many you will employ and the contribution your business will make to the economy of Georgia.