

Sample Social Studies Learning Plan

Big Idea/Topic

Pitch Your Idea for the Next Georgia Historical Marker

Note: The maker selected for the lesson will help determine the connecting theme/enduring understanding that will apply.

Connecting Theme/Enduring Understanding:

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Conflict Resolution: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

Culture: The student will understand that the culture of a society is the product of the religion, history, beliefs, customs, traditions, and government of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Incentives: The student will understand that parties respond predictably to positive and negative incentives.

Interdependency: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. • **Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

Essential and Supporting Questions:

EQ: What makes something worth remembering or commemorating?

Supporting Question:

Why do we choose to commemorate or place markers for some events, people, or businesses and not others?

Standard Alignment

Standards alignment depends on the specific markers chosen

Historical markers could be from any historical understandings or civics and government understandings standards or business markers could be used with economic understanding standards.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

Note: All of the skill standards below could apply to the lesson. Determine which skill will be your focus to provide student feedback and select only those for your lesson.

Map and Globe skills –

2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities

Information Processing Skills –

1. compare similarities and differences
2. organize items chronologically
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
10. analyze artifacts
- 11 draw conclusions and make generalizations
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information



Instructional Design

*This lesson has a flexible timeline and will cross over several days. It is designed to be adaptable to upper elementary grades 3 – 5.

This lesson is intended to reach students in a virtual or face to face setting whether they are plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Overview: This inquiry-based lesson blends reading, writing, and social studies as students learn about Georgia's many historical markers through the Georgia Historical Society. After students learn how markers are chosen and placed, they will learn how to read and research some markers they are curious about, and finally will create a "pitch" for the GHS to make a marker of their choosing (or they can rewrite a marker already in existence).

Prior to the lesson:

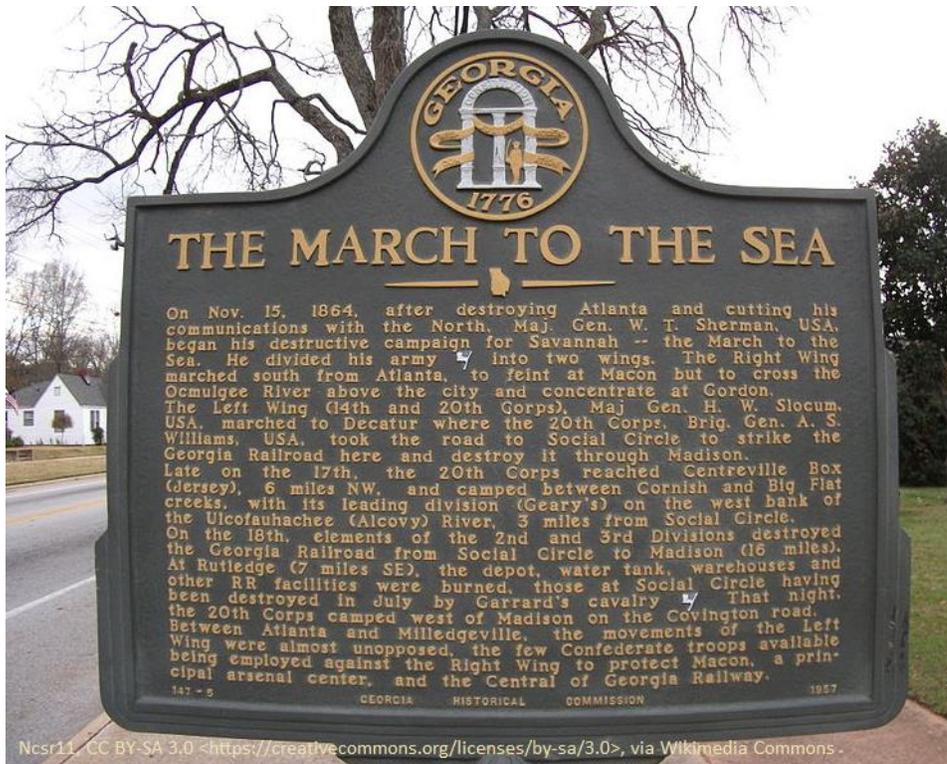
Before teaching this lesson, teachers might wish to familiarize themselves with the Georgia Historical Society's (GHS) marker program and the GHS website. Below are links to the Historical Marker FAQ and some blog links that may be helpful:

Georgia Historical Society Marker FAQ: <https://georgiahistory.com/education-outreach/historical-markers/georgia-historical-marker-program/>

Digital Resources for Georgia's Students: Hidden Histories and Historical Markers <https://georgiahistory.com/digital-resources-for-georgias-students-hidden-histories-and-historical-markers/>

Create Your Own Georgia Historical Marker! <https://georgiahistory.com/create-your-own-georgia-historical-marker/>

Part 1: Opening Activity: Present students with this image or a similar one of an historic marker in Georgia:



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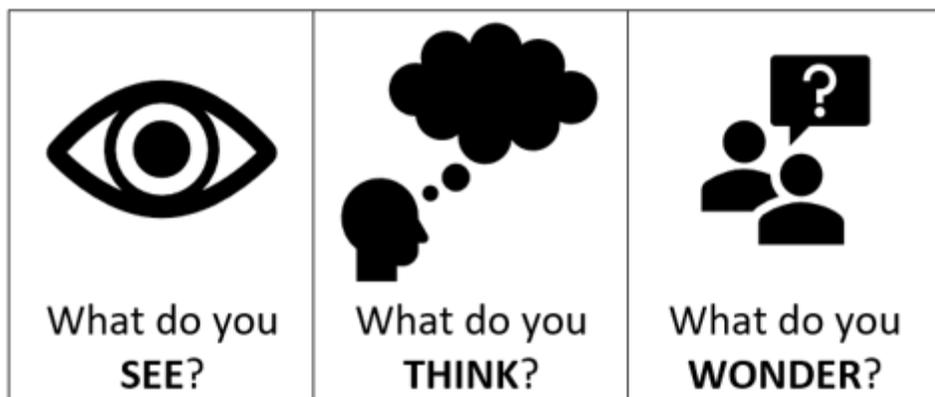
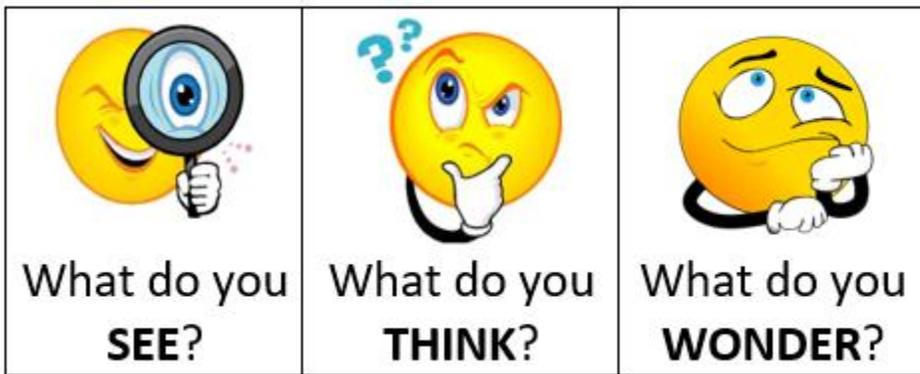


Choose from among the following differentiated activities depending on grade level and the level of support your students need ([illustrated step-by-step directions](#) are provided in “Resources” below for added accessibility.)

- Have students work independently to write down everything they know about the image, both the sign itself and what it says.
- Have students work in pairs or small groups to write and/or illustrate, depending on their preferences and language proficiency, everything they know about the image, both the sign itself and what it says.
- Provide some scaffolded analysis questions if students seem to be struggling:
 - Have you seen one of these? Where? Have you seen more than one? What does it seem to be about? What can you see in the picture that might tell you where this is located?

If the above activity indicates students have very limited background knowledge of these signs, consider a large or small group “See, think, wonder” image analysis. Offer students the [Image Analysis graphic](#) provided below and, in either the large group or small collaborative groups, have students share what they see, think, and wonder about this image. When the groups have finished, ask students to share some of their responses while writing them on the board.

Image Analysis Graphic:



Next, while making connections to the background knowledge students shared during their image analysis, explain that the signs are roadside historical markers, though they may come across one or two that are not directly on the roadside (perhaps on the side of a building, or in a park), that tell a story from history about something that happened at or near that spot. Some markers are for businesses who have a long history specifically with Georgia.



Note: This vocabulary document for historical marker-related terms helps clarify what they are AND what they are not. For example, historical markers aren't memorials or monuments. Additionally, teachers may want to ask students what the difference is between a historical marker and a historical statue or monument.

Historical Marker Definitions: <https://georgiahistory.com/wp-content/uploads/2022/03/marker-glossary.pdf>

Part 2: Close Read of a Marker:

Once students have done an image analysis of a marker, the teacher may wish to do a “Close Read” of the text of a marker to learn about the story it is telling. Often there are words, phrases, names, and other terms that students may not know or be able to glean from the text alone, especially if the marker was written 60-70 years ago. With this strategy students can look up terms to clarify their meaning, find search terms for historical research, and understand how a marker text is constructed. Here are some examples of a close reading marker strategy. As always, preview this material for appropriateness for your specific students and adapt as necessary or consider using the same strategy with a marker closer to your location that may be more relevant for your students or the history standards you are currently studying:

<https://docs.google.com/presentation/d/1H2M-prC7pSiMaZJykXoFwmHMRXn5cz7j/edit?usp=sharing&oid=111122813574724243875&rtpof=true&sd=true>

<https://docs.google.com/presentation/d/1H2M-prC7pSiMaZJykXoFwmHMRXn5cz7j/edit?usp=sharing&oid=111122813574724243875&rtpof=true&sd=true>

Assessing a marker's source information: Once students have learned how to read a marker and research terms they are unfamiliar with, they may wish to know more about their specific marker. This blog post from the GHS has a slideshow that explains how you can determine what year the marker was erected, who erected the historical marker, and what number the marker is in its county. <https://georgiahistory.com/beyond-the-text-using-historical-markers-to-explore-georgia-history/>

NOTE: For an extension activity, students may want to explore the markers using the web site and see how many they can find that are tied to Georgia businesses and research those historical ties, especially if you wish to bring in some economic standards. Perhaps students could research markers near their home or school and take a family outing to go see it.

You may wish to go to the [Georgia Historical Society's web site](#) and, depending on their age and how much support they would need to navigate and read the site, allow them to work in pairs, or in a guided whole group to explore the site, and find some markers using the [marker search tool](#) provided on the site.

Once students are fairly familiar with what the markers are, ask them (or refer to the “wonder” statements from the previous activity) if they wondered how the Georgia Historical Society decides what events or places get a marker, because literally history happens everywhere.

Depending on grade level and ability to read and navigate the site, in the large group or in small, collaborative groups, explore the [Marker FAQ page](#) to find the answer to the question of how they choose the markers.

Business related markers are a great choice for reinforcing or exploring some of the economics standards. The GHS has classroom resources supporting many economic historical markers about Georgia businesses. It is called the Business History Initiative (BHI) and there are downloadable, standards-based materials available below.

Georgia's Business History Initiative Classroom Resources:

- Business History Initiative Profiles and Case Studies: <https://georgiahistory.com/education-outreach/for-educators/business-history-initiative-educator-resources/bhi-profiles-case-studies/>

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- About the BHI program: <https://georgiahistory.com/education-outreach/historical-markers/business-history-initiative/>

Document Based Questions for Georgia Studies (8th grade) econ standards:

<https://georgiahistory.com/education-outreach/for-educators/business-history-initiative-educator-resources/economics-resources-for-georgia-studies-by-standard/>

Part 3: Activity:

Explain to the students that their mission is going to be for them to create an application for the next historical marker.

NOTE: You may wish to make some adaptations to this lesson depending on whether you are going to truly submit an application or not. For example, you may wish to open the lesson up to events and places that fall outside of the requirements put forth by the Georgia Historical Society if it better suits your purposes and curriculum, or you may wish students to re-write an existing marker that better aligns with your current curriculum, especially if the marker was written more than 20 years ago. How would they do it differently? Is there new research that wasn't available when it was erected? Because markers have been written for over 70 years in this program, the writing, subject matter, and historiography have changed over time.

Have students work in pairs or small groups to generate a brainstorm of facts about Georgia they already know. Then allow students to research more historical facts about Georgia. For additional support, allow students to use the [note taking graphic organizer](#) in "Resources" below or the [marker application worksheet](#) from the Georgia Historical Society to guide their note taking. Below are a few potential sources they could explore. As always, preview these sites thoroughly for appropriateness before sending students to them. Consider supports such as guided small group instruction, providing analysis questions to help guide their research, and so forth.

Historical Marker Application Research graphic organizer from the GHS: https://georgiahistory.com/wp-content/uploads/2022/03/Create-your-own-marker-worksheet_TPS.pdf

- History.com – Georgia: <https://www.history.com/topics/us-states/georgia>
- The Georgia Trust for Historical Preservation: <https://www.georgiatruster.org/>
- National Geographic – Georgia Pictures and Facts: <https://kids.nationalgeographic.com/geography/states/article/georgia>
- 30 Fun Facts About Georgia State History, Culture and More: <https://blueridgemountainstravelguide.com/fun-facts-about-georgia-state-history-culture/>
- Today in Georgia History (video series): <https://www.todayingeorgiahistory.org/>
- GHS Online Exhibit: Three Centuries of Georgia History: <https://georgiahistory.com/education-outreach/online-exhibits/online-exhibits/three-centuries-of-georgia-history/>
- GHS Featured Historical Figures: <https://georgiahistory.com/education-outreach/online-exhibits/featured-historical-figures/>
- New Georgia Encyclopedia: <https://www.georgiaencyclopedia.org/>
- Ducksters – Georgia State History for Kids: https://www.ducksters.com/geography/us_states/georgia_history.php
- Georgia Public Broadcasting - Fun Facts About Georgia: <https://www.gpb.org/georgiatraveler/funfacts>
- Atlanta Business Chronicle - Georgia, Home to 13 of the World's Biggest Companies: <https://www.bizjournals.com/atlanta/news/2011/04/22/georgia-home-to-13-of-worlds-biggest.html>

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Once students have completed their research, have them create their “sales pitch”. Explain that a sales pitch is a type of persuasive or opinion writing that tries to get people to do something or buy something. In this case, we want to get people to choose our idea for the next historical marker. There are a number of possible formats the “pitch” can take, and you may wish to differentiate by allowing them to choose which format best suits them or limit the choices depending on supplies and access to material and technology. Consider increasing accessibility to this lesson by allowing students to choose a format that includes opportunities for SWIRL (speaking, writing, illustrating, interacting, reading, and listening). Possibilities include:

- A video commercial
- A live action commercial
- A speech with visual aides
- A PowerPoint, Google Slides, Prezi, or other type of presentation
- A brochure
- A poster
- A magazine ad

Part 4: Closing

Once students have created their pitches, the teacher may wish to have students work in pairs or small groups to complete text revisions and edits to help add clarity to their pitches. Be sure to give students some guidelines for how to do this to avoid, “it’s good” as feedback. You may wish to model how to give meaningful and appropriate feedback first or give students a target of helping the author substitute 5 words for less commonly used or more descriptive synonyms, etc. Once students are happy with their edits, it’s time to share. Again, there are a number of possible ways for students or groups to share and vote on which marker they think should be the next new marker.

- Oral or digital presentations of each marker idea
- Gallery walk with chart paper alongside for students to write positive feedback
- Trade Fair style set up where each group has a table, and they take turns going around and visiting each “booth” to learn from the team about their idea for the next Historical Marker.

NOTE: If you are going to allow students to vote, consider ways to avoid hurt feelings or a loss of confidence for teams that don’t “win” or perhaps receive no votes. Possibilities include a secret ballot box where the teacher announces only which idea had the most votes or allowing students to write at least one positive feedback note for each marker / presentation and share those with the teams.

Consider having a large group debrief to discuss what interesting new things they learned about Georgia’s history as a result of this activity.



Opportunities for Extension:

Additional Opportunities for Extension:

You may wish to extend this lesson across disciplines. If so, consider a marker application or “pitch” might need to include details about the following:

- **Source information:** Make sure to include the title and date they would like to erect their marker. Is there an anniversary date related to the event that would make a good erection date? If the marker is for a school, would you erect on the first day of school or the last or somewhere in between?
- **Geographic location:** Where will it be erected? Whose land would it be on? Who would you need to work with to be able to erect a marker on that location? For example, if it is a school, will the school allow it, and would they get a say in how it is written? Or if it is private land, how will you gain access to it and how would the public be able to see it?
- **Community partners:** GHS does not erect markers without having community support. What groups in the area would you partner with? What role would they play? How will you get their support?
- **Connect the local story to state and national history:** GHS writes markers to connect local stories to the larger state and national histories. How does their marker subject relate to Georgia or US history? If it is a marker about a school, how does it help tell a broader historical narrative than just the history of that school?
- **Funding:** GHS requires marker sponsors (applicant(s) and community partners) to raise at least half of the funds it takes to erect a marker in a cost-share agreement. How will students raise funds to pay for erecting the marker and related costs? On average, sponsors would need to raise around \$5,000.
- **Primary and secondary sources:** Cite your sources! Where did you find them? How did they help you write the marker text? What evidence did they provide?
- **Maintaining your marker:** After the marker is erected, how would they propose to maintain it? Would the city agree to take care of it? Or would they need to gather volunteers? How will you ensure that the marker will be around in 50 years? Maintenance can include cleaning, mowing/clearing land around the marker, protecting it from vandalism, or making sure it's not struck by traffic.



Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

Consider the following adaptations or supports:

- Provide students with a recording of someone reading the text of any historical markers you will be studying for them to read along with, or listen to repeatedly as they research key terms used in the marker text
- Provide students with a visual dictionary of any difficult terms they may encounter in their marker
- Create collaborative groups where each child may bring a skill set the group needs, for example each group might have a strong reader, a strong speaker, a strong illustrator, etc.
- Many ideas for differentiation are embedded in the lesson. Specifically, Part 2: Close Read of a Marker contains a number of useful resources to help students access the sometimes challenging text of the markers.
- Offer opportunities for students to orally present their findings about specific markers or to present their own idea for a marker
- Allow students to create and use illustrations and visual aids when they present their marker pitch.
- Allow students to create a video presentation of their idea as an alternative to a live or written presentation

Unplugged Supplies:

Printouts of the resources included above can be given to students if they will be working unplugged. Additionally, consider offering appropriate books and other non-digital research materials about appropriate topics for a potential marker and give students a hard copy of the worksheet and application.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

There are multiple opportunities for both formal and informal assessment of student success throughout this lesson. To follow is a checklist or rubric for assessing the final projects or “pitches” if you choose to do so:

Rubric for “pitch the Next historical Marker”

In our presentation we:

_____ Clearly state the event, person, or business we are nominating for a marker (15 points)

_____ Accurately show on a map where we think our marker should be located and explain why we chose that site (15 points)



_____ Provide at least 3 main reasons why we nominated this person, event, or business and provide supporting details for each of our main reasons (15 points)

_____ Provide suggested text for the marker that clearly explains what is significant about this event, person, or business that is accurate and mostly free from errors in usage, punctuation, capitalization, etc. (15 points)

_____ Provide a bibliography that cites all sources we used in researching this nomination (15 points)

_____ Our presentation shows time, care, effort, and attention to detail (15 points)

_____ Our team worked well together and shared responsibility for the work (10 points)

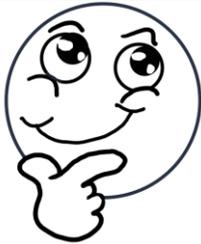


Accessible Directions:

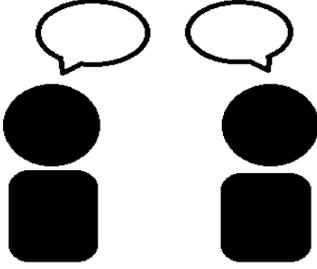
If students will work independently:

Step 1. Look at the picture.	
Step 2. Think about what you know.	
Step 3. Write what you know.	

If students work in groups:

Step 1. Look at the picture.	
Step 2. Think about what you know.	



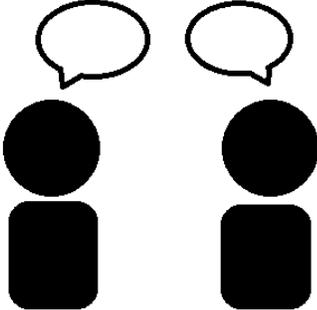
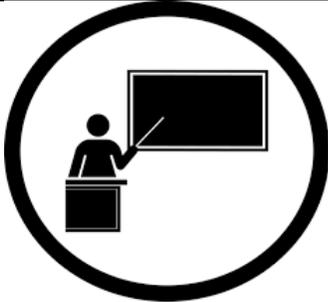
Step 3. Share with your group or buddy.	
Step 3. Write what you know.	

If you are using the “See, think, wonder” analysis tool:

Step 1. Look at the picture.		
Step 2. Think about what you:		
 <p>What do you SEE?</p>	 <p>What do you THINK?</p>	 <p>What do you WONDER?</p>
Step 3. Write what you know.		



For the activity:

Step 1. Research ideas	
Step 3. Talk with your group.	
Step 3. Create your “pitch”.	
Step 4: Present your “pitch”.	



Historical Marker Note Taking Organizer

Group member names: _____ Date: _____

Place Name:	Location (address, street name, city
Draw or paste a map with star showing location (use Google maps or website map for the place)	
Time in history: when did the event happen?	How many years ago was that?
Fact 1 about this place (write and/or draw):	Source:
Fact 2 about this place (write and/or draw):	Source:
Fact 3 about this place (write and/or draw):	Source:

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Fact 4 about this place (write and/or draw):	Source:
Fact 5 about this place (write and/or draw):	Source:
Fact 6 about this place (write and/or draw):	Source:
Fact 7 about this place (write and/or draw):	Source:
Fact 8 about this place (write and/or draw):	Source:
Fact 9 about this place (write and/or draw):	Source:
Fact 10 about this place (write and/or draw):	Source:

