

Sample Social Studies Learning Plan

Big Idea/ Topic

The Impacts of Geography and Transportation Systems on Georgia's Growth and Development

Connecting Theme/Enduring Understanding:

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

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.

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. (Economics, Personal Finance)

Essential Question:

How have location, climate, agriculture, and economic traits within each of Georgia's five geographic regions contributed to the state's growth and development?

What economic factors have contributed to Georgia's growth and development?

Standard Alignment

SS8G1 Describe Georgia's geography and climate.

- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and Barrier Islands.

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state

- a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, dewater ports, and railroads interact to support the exchange of goods and services domestically and internationally.
- b. Explain how the four transportation systems provide jobs for Georgians.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Map and Globe skills – 7 (use a map to explain impact of geography on historical and current events.)

Information Processing Skills – 1 (compare similarities and differences), **5** (identify main idea, detail, sequence of events, and cause and effect in a social studies context), **8** (identify social studies reference resources to use for a specific purpose)

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

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

Part 1: To introduce the lesson, students will participate in a short web-quest that requires self-exploration through a series of teacher provided articles, websites, and video clips. (Articles: [Railways in Georgia](#), [Transportation and the Economy](#), [World's Busiest Airport](#), [GDOT Deep Sea Ports](#).) Instruct students to create a "scrap book" of important information, images and notes by collecting them on PowerPoint or Google slides (a model is attached). Topics for the slides include:

- *Why is the Atlantic Intracoastal Waterway an important part of Georgia's transportation system? (done as an example)*
- Why is the Nationwide Passenger Rail Service important to Georgia?
- Why is the location of Atlanta important? (re-way of life, travel, transportation, and commerce)
- Why is the location of Savannah important? (re-way of life, travel, transportation, and commerce)
- How does the National Highway System support Georgia's economy?
- How does the Georgia Department of Transportation provide and maintain Georgia's infrastructure?

Upon the completion of the Web-quest scrap book, students will create an infographic/poster using the MOST IMPORTANT information and images they collected showcasing Georgia's transportation networks and their contributions to Georgia. (Platforms such as canva.com, postermymwall.com, Google Draw, Google Slides, Microsoft Publisher, etc. are great options to help students generate their digital infographic/poster). Student infographics/posters should include the following: (1) Four major transportation methods available within the state of Georgia, (2) at least two contributions to Georgia's economy and development for each of the four transportation systems, and (3) include a visual or graphic for each.

Unplugged variation – Students without Internet/digital technology access can be provided a packet consisting of the printed web-quest articles along with a printed copy of the PowerPoint slides. Students will then illustrate an infographic or poster using the MOST IMPORTANT information and images they collected showcasing the following information regarding Georgia's transportation systems: (1) Four major transportation methods available within the state of Georgia, (2) at least two contributions to Georgia's economy and development for each of the four transportation systems, and (3) include a visual or graphic for each system. (Graphics can be hand drawn or cut out from newspapers/magazines.)

Part 2: Now that students have an understanding of the transportation systems present within the state, they will now look at the five geographic regions that make up the state of Georgia. Students will view a [Prezi presentation](#) and complete a [guided notes page](#) to record general information about each region.

After students complete this activity, give them time individually to review this [Google Map](#) that highlights the location of each region, must know physical features, and the major transportation systems in Georgia. In their review, ask students to record their answers to the following questions in their journal:

1. Why are the transportation systems important to the various regions of Georgia?
2. Which systems do you most often use/rely on to travel and/or obtain items/resources you need for daily life?
3. Which system do you believe to be the most valuable to the state of Georgia? Why? (Support your opinion.)



Next, place students into small groups and allow for a 5 minute structured discussion (add more or less time based on your class needs). In each group select a timekeeper to make sure they answer all questions in the time provided, a recorder to summarize the group ideas, and a facilitator to ask questions and move discussion along. The questions to consider are:

1. Which is the most valuable transportation system in Georgia?
2. Which is the most valuable transportation system where you live?
3. What changes do you predict to Georgia's transportation system in the future?

Finally, select groups to share their predictions, big ideas and real-life connections with the whole class.

Unplugged variation – Students will be given the printed version of the [prezi-slide presentation](#) and [guided notes page](#) to complete. They will then use a [printed map packet](#) and the [Transportation systems presentation](#) consisting of several maps of Georgia highlighting the five geographic regions, six physical features, and Georgia's major transportation systems. Students will need to reflect on how the transportation systems affect the various economic activities within any given region in Georgia. In their review, ask students to record their answers to the following questions in their journal:

1. Why are the transportation systems important to the various regions of Georgia?
2. Which systems do you most often use/rely on to travel and/or obtain items/resources you need for daily life?
3. Which system do you believe to be the most valuable to the state of Georgia? Why? (Support your Opinion)
4. What changes do you predict to Georgia's transportation system in the future?

Part 3: In order to tie everything together, students will now work to create a promotional website on one of Georgia's geographic regions. This assignment will require students to present information about the geographic region, any physical features present in the area, how transportation systems affect the region, and any other economic industries that are already present within the area. Students may be allowed to partner up and work to research and develop their websites. (Sites can be created at no cost via Google Sites, Weebly.com, & Wix.com) Please see the suggested [rubric](#) for assignment details and requirements. Students will want to start their research using the [New Georgia Encyclopedia](#), any notes already taken throughout other activities, and the articles previously provided. This assignment will serve as a culminating assessment that demonstrates students' understanding of the impacts geography and transportations systems have on Georgia's growth and development.

Unplugged variation – Provide students with the printed versions of the following: website assignment directions and rubric, New Georgia Encyclopedia "Geographic Regions of Georgia: Overview," and other previously printed resources/articles. Have students select one region and work independently to complete the website project. Without internet/digital access, students will need to complete the website project on a piece of poster paper or they could create a paper brochure for their region. This assignment will serve as a culminating assessment that demonstrates students' understanding of the impacts geography and transportations systems have on Georgia's growth and development.

Opportunities for Extension:

Once students have submitted their website projects, the teacher can create an online document that hyperlinks each of the websites. Students can then survey their classmate's presentations acting as if they were businesses, tourists, or new families looking to move into the state. (Before the rating begins, have students document what they plan to represent (business, tourist, or resident)). Then allow student to explore and rate the assignments using a three-point system (three being the greatest rating and one being the lowest rating) to address the following points: (1) How effective was the site at persuading you to relocate to the presented region? (2) How accessible are the transportation systems to the presented region? (3) Were the available transportations systems essential to your productivity/comfort as a potential business owner/resident/tourist? (4) Overall visual appearance of the presented region. After students have rated all presentations, teachers can calculate and announce the class winner (with the highest number of points).



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 allowing students to work in partners or small groups to complete the various assignments.
- Demonstrate how to turn on the “select text to speech” function on student devices to help struggling readers with the articles provided.
- For students who struggle to complete the guided notes, or to ensure that students have to correct information listed in the blanks, provide a key after students have completed the work. This will allow students the opportunity to go back and double-check their own work while also ensuring they have the correct answers documented.

Unplugged Supplies: Lesson checklist, Part 1- printed packet of web-quest articles and questionnaire form, printed guidelines for infographic; Part 2- printed Prezi-slide presentation, printed guided notes handout, printed map packet, printed reflection questions; Part 3- printed website directions and expectations rubric, and printed New Georgia Encyclopedia article. Additionally, if paper, poster board, colored pencils, crayons, markers, and/or other writing supplies are needed, the teacher may need to provide these resources.

Evidence of Student Success

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

Engaging Families

Materials included to support unplugged learners: Lesson checklist, Part 1- printed packet of web-quest articles and questionnaire form, printed guidelines for infographic; Part 2- printed Prezi-slide presentation, printed guided notes handout, printed map packet, printed transportation systems presentation, printed reflection questions; Part 3- printed website directions and expectations rubric, and printed New Georgia Encyclopedia article. Additionally, if paper, poster board, colored pencils, crayons, markers, and/or other writing supplies are needed, the teacher may need to provide these resources.

Optional materials to support learning not included: blank paper, poster board, markers, crayons, colored pencils, pencils, scrap newspapers/magazines for images.



The Impact of Geography and Transportation Systems of Georgia's Growth and Development Checklist

SS8G1 Describe Georgia's geography and climate.

Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.

Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and Barrier Islands.

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state

Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, dewater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

Explain how the four transportation systems provide jobs for Georgians.

Part 1:

- Complete the "Scrapbook of Important Information" by answering the question on each page using the attached articles. The first page is done as an example, you can draw or include images from magazines or the articles.
- Articles include: [Railways in Georgia](#), [Transportation and the Economy](#), [World's Busiest Airport](#).
- Create an infographic or poster using the MOST IMPORTANT information and images you collected about Georgia's transportation systems. Your product must include:
 1. Four major transportation methods available within the state of Georgia
 2. At least two contributions to Georgia's economy and development for each of the four transportation systems
 3. Include a visual or graphic for each system (Graphics can be hand drawn or cut out from newspapers/magazines.)

Part 2:

- Use the [Presentation on Georgia's Geography and Economic Impact](#)- to complete the [guided notes page](#).
- Explore the [printed map packet](#) and the [Transportation systems presentation](#) and reflect on how the transportation systems affect the various economic activities within any given region in Georgia.

Record your answers to the following questions in your journal:

1. Why are the transportation systems important to the various regions of Georgia?
2. Which systems do you most often use/rely on to travel and/or obtain items/resources you need for daily life?
3. Which system do you believe to be the most valuable to the state of Georgia? Why? (Support your Opinion)
4. What changes do you predict to Georgia's transportation system in the future?

Part 3:

- Review the brochure project directions and [rubric](#) to complete the project.
- Utilize your notes and the [New Georgia Encyclopedia](#) article for research.



Geographic Impacts on Georgia's Economy Guided Notes:

- The state of Georgia is divided into _____ geographic regions.
 - In the north, there are _____ small _____ regions, each with a differing topography (a.k.a. land formations).
 - Identify the three regions in North Georgia:
 - _____ , _____ , _____
 - In the middle of the state is the hilly _____ area which is home to many of Georgia's largest _____ including Atlanta.
 - Finally, the state is dominated by the _____ region, which takes up _____ of Georgia. The Coastal Plain, which is divided into an inner and outer section, was actually covered by water millions of years ago.
- The _____ region is located in the northeastern portion of the state. The region is home to Georgia's largest _____.
 - Important cities in the region include _____, the site of America's first _____ in _____.
 - In the past, the primary industry of the region was _____. Today, due to the region's scenic beauty, it is _____.
- The _____ region is characterized by low open valleys and narrow ridges.
 - The area was traditionally a _____ region, with the valleys being used for _____.
 - The region has several cities and towns, including _____ and _____.
 - However, _____ is probably the Valley and Ridge's most important city due to its _____ industry.
- The _____ is located in the _____ corner of the state and is Georgia's _____ region. The region is sometimes called the _____ region, as the states of Alabama, Tennessee, and Georgia all connect at one point.
 - As with the other mountain regions of Georgia, _____ was an important economic activity in the region.
 - In the case of the Appalachian Plateau, _____ was the most important product.
 - However, unlike the other two northern regions, due to poor soil, _____ in the Appalachian Plateau was limited.
 - The region has many scenic areas which promotes _____.
- The _____ region is in the middle of the state and is the most _____ of the five regions.
 - With over _____ people, almost one-half of Georgia's population lives in the region.
 - Many of Georgia's most important _____ are located in the region including _____, _____, _____, and _____.
 - Due to these urban centers, _____ is important in the region.
 - _____, primarily in the form of _____ and _____, is also a significant enterprise in the region.



iii. In addition, due to the large amount of _____ found in the region, _____ has been important.

1. The town of _____ is known as the
“_____.”

6. The _____ region in Georgia is the _____.

a. Making up three-fifths of the state, this region is actually divided into two areas: the Inner and the Outer Coastal Plain.

b. The Inner Coastal Plain is the _____ of the state.

i. In this region _____, _____ and the famous
_____ are important crops.

c. The Outer Coastal Plain is the home of Georgia's oldest city, _____, which was founded in 1733.

i. Today, the trees are used in _____ and _____ production.

ii. With its location on the Atlantic Ocean, _____, _____, and
_____ are all important industries in the region.



Website Project

Assignment Description: Students will create a website using [Google Sites](#), [Weebly.com](#), or [Wix.com](#). The website should:

Be an advertisement for one of the five Georgia geographic regions.

1. The target audience for the website will be businesses and/or potential residents that you are persuading to relocate and tourists that you want to travel to your region.
2. The website should be enticing people to relocate or visit this region.
3. In your reasons, you should include details about the geography of the region; physical features of that region (and what they provide); available transportations systems (and how they benefit the region), other industries already located within that region; a quick description of the climate and weather (how that impacts the region); and any other information that you think might appeal to your audience.
4. The website must contain a written portion that is professional in its style and uses correct grammar, spelling and punctuation.
5. The website should also contain pictures or videos that accurately portray the region selected.

Brochure Project

Assignment Description: Students will create a travel brochure for a selected region of Georgia. The brochure should:

1. Be an advertisement for one of the five Georgia geographic regions.
2. The target audience for the brochure will be businesses and/or potential residents that you are persuading to relocate and tourists that you want to travel to your region.
3. The brochure should be enticing people to relocate or visit this region.
4. In your reasons, you should include details about the geography of the region; physical features of that region (and what they provide); available transportations systems (and how they benefit the region), other industries already located within that region; a quick description of the climate and weather (how that impacts the region); and any other information that you think might appeal to your audience.
5. The brochure must contain a written portion that is professional in its style and uses correct grammar, spelling and punctuation.
6. The brochure should also contain drawn images, maps or pictures that accurately portray the region selected.



Rubric:

	3	2	1	0
Geography	The description of the geography for the selected region is accurate and thorough.	The description of the geography for the selected region is accurate but is lacking in detail.	The description of the geography for the selected region is not accurate.	The description of the geography is missing.
Physical Features	The description of the physical features for the selected region is accurate and thorough.	The description of the physical features for the selected region is accurate but is lacking in detail.	The description of the physical features for the selected region is not accurate.	The description of the physical features is missing.
Transportation Systems and Economic Activity	The description of available transportation systems, their impact, and other economic activities for the selected region is accurate and thorough.	The description of available transportation systems, their impact, and other economic activities for the selected region is accurate but is lacking in detail.	The description of available transportation systems, their impact, and other economic activities for the selected region is not accurate.	The description of available transportation systems, their impact, and other economic activities for the selected region is missing.
Climate	The description of the climate for the selected region is accurate and thorough.	The description of the climate for the selected region is accurate but is lacking in detail.	The description of the economic activity for the selected region is not accurate.	The description of the economic activity is missing.
Writing	The project addresses the intended audience and purpose for writing. There were few grammatical errors (3 or less).	The project addresses the intended audience and purpose for writing. There were several grammatical errors (4 or more).	The project does not address the intended audience or purpose for writing. There were several grammatical errors (4 or more).	The written portion of the project is missing.
Creativity	The project is neat, colorful, creative, and the images/videos demonstrate the student's knowledge of the geographic regions.	The project is not neat, colorful, creative, but the images/videos do demonstrate the student's knowledge of the geographic regions.	The images/videos do not demonstrate the student's knowledge of the geographic regions.	The images/videos portion of the project is missing.

Notes (To be continued on the back of this rubric):

