

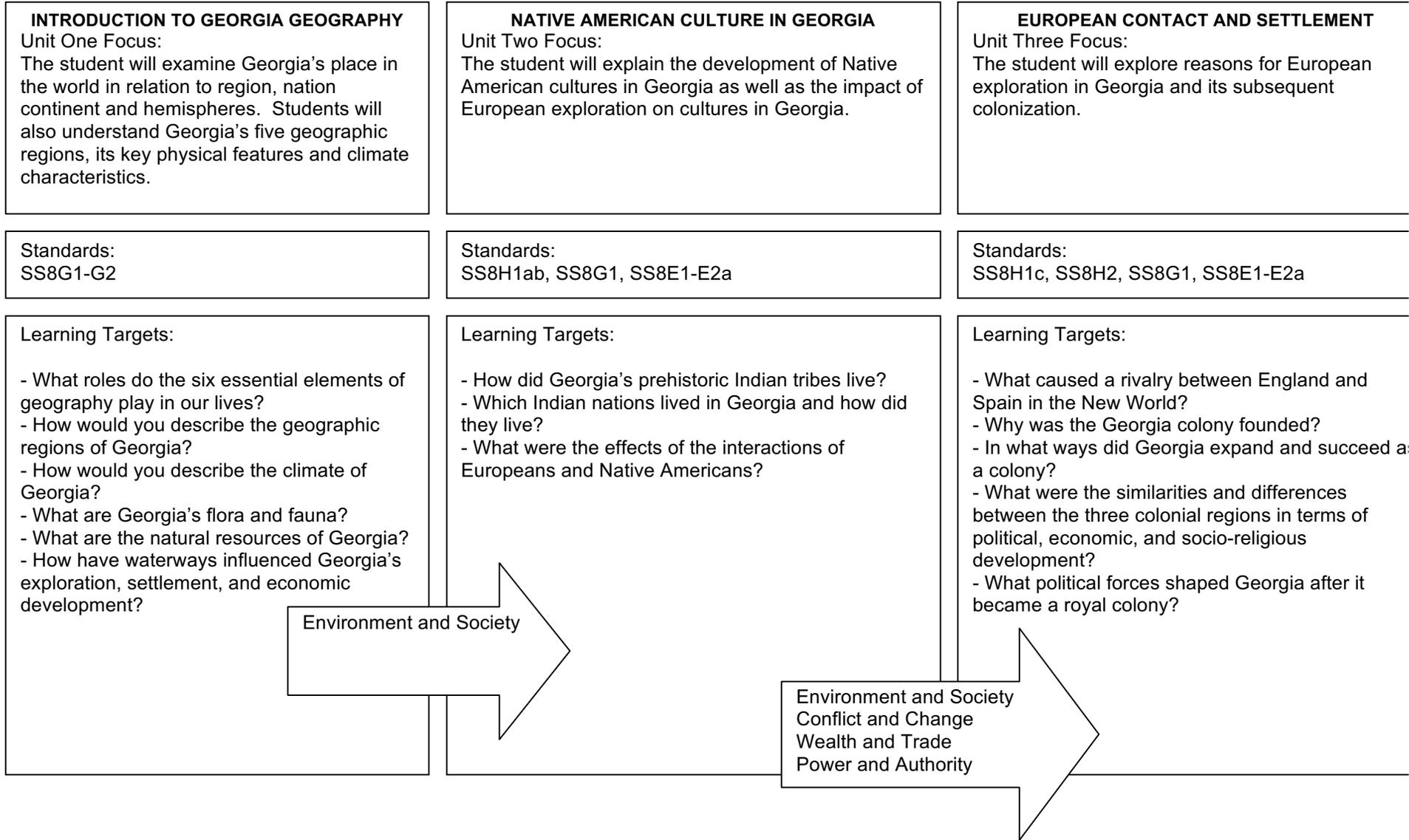
**OVERARCHING QUESTION TO CONSIDER: WHAT IS THE PROFIT MOTIVE?**

GPS Strand

- History
- Geography
- Civics
- Economics

Unit Connecting Themes/Concepts

- Conflict and Change
- Environment and Society
- Power and Authority
- Wealth and Trade



### REVOLUTION AND CONSTITUTION

#### Unit Four Focus:

Students will analyze the role of Georgia in the American Revolution. Students will place Georgia's role in the broader picture of American history. Examination of the subsequent chain of events that led to the establishment of the US government will take place. Correlations to modern Georgia government are made.

### GEORGIA'S EARLY GROWTH

#### Unit Five Focus:

Students will place Georgia in the greater role of rapid national growth following the establishment of the United States by addressing the political, social and economic changes in the state.

### THE CIVIL WAR AND RECONSTRUCTION

#### Unit Six Focus:

The student will analyze the impact of the Civil War and Reconstruction in Georgia by examination of the broader causes and consequences of economic, political and social differences between the North and South.

Standards: SS8H3 – H4, SS8C1-C5, SS8E1, SS8E2a

Standards: SS8H5, SS8E1, E2a

Standards: SS8H6, SS8E1, E2a

#### Learning Targets:

- How was Georgia's role in the Revolutionary War affected by the attitudes of the colonists?
- Why was there an American Revolution?
- What was Georgia's role in the Constitutional Convention?
- What were the main elements of the Constitution of 1787?
- What are the roles of the legislative, executive and judicial branches of state and federal government?
- What are the powers of Georgia's government?
- What duties and responsibilities do I have as a citizen?

#### Learning Targets::

- How did Georgia rebuild and expand its economy in the late 17th and early 18th century?
- How did lifestyles differ in Georgia between frontier families and town dwellers?
- How did Americans apply the concept of manifest destiny during the Antebellum period?
- How did the North and South differ before the Civil War?
- What was life like for Georgia slaves during the Antebellum period?
- What was Georgia like before the Civil War?

#### Learning Targets:

- What different events helped bring about the US Civil War?
- How did the economic, social and political differences lead to the Civil War?
- How do the results of the US Civil War still affect us today?
- What role did Georgia play during the Civil War?
- What strategies were selected to win the Civil War?
- What major battles took place in Georgia?
- How did lifestyles change during the War?
- What were Lincoln's plans for rebuilding the South after the Civil War?
- What changes occurred in Georgia during Reconstruction?
- How did Georgians work to improve their state after Reconstruction?
- What changes occurred to create the era of the "New South" in Georgia?

Environment and Society  
Conflict and Change  
Wealth and Trade  
Power and Authority

Environment and Society  
Conflict and Change  
Wealth and Trade  
Power and Authority

**THE NEW SOUTH: CHANGES AND RESISTANCE IN GEORGIA**

Unit Seven Focus:

The student will examine the key political, social and economic changes that took place during the Progressive Era. Correlations between these changes and the causes of the Great Depression will be evaluated.

Standards: SS8H7a,b,c; SS8E1-4

**GEORGIA DURING WWI AND WWII**

Units Eight & Nine Focus:

The student will explain the issues leading up to WWI and WWII and the impact of the wars on the US economy – students will also evaluate the importance of WWII and its impact on the Great Depression.

Standards: SS8H7d, SS8H8-H9; SS8E1-5

**GEORGIA AND THE CIVIL RIGHTS MOVEMENT**

Unit Ten Focus:

The student will examine Georgia’s role in the Civil Rights movement and its impact on Georgia’s continued social development.

Standards: SS8H11, SS8E1-E2a, E5

**P**

Learning Targets:

- What changes were goals of the progressive movement?
- What were the goals of the populists in Georgia?
- In what ways did Georgians fight for civil rights during the progressive era?
- How did Georgia businesses grow during the progressive era?
- What made the 1920s ‘roaring’?
- How did the climate of the 1920s eventually lead to the Great Depression?

Learning Targets:

- How did the results of WWI help bring about WWII?
- What actions and events helped bring about WWI?
- How did WWII help pull the US out of the Great Depression?
- How did the Great Depression affect Georgians?
- How did Georgians benefit from the New Deal?
- How did World War II affect Georgians?
- How was life in the U.S. different after WWII?
- What events affected Georgians after World War II?

Learning Targets:

- What advances were made in civil rights during the postwar period?
- What key events brought about the advances in civil rights?
- Who were the key figures in the civil rights movement and what contributions did they make?
- How did the actions by civil rights activists affect the economy?
- How did the civil rights movement affect Georgia and still continues to today?

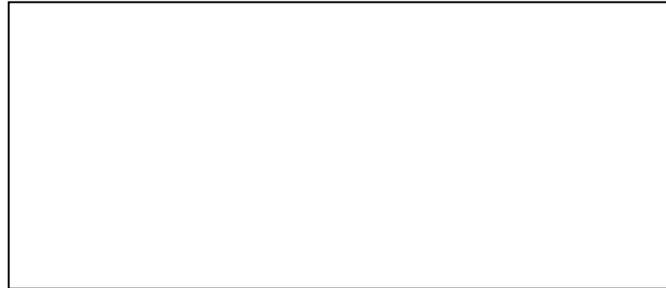
Environment and Society  
 Conflict and Change  
 Wealth and Trade  
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### MODERN GEORGIA

Unit Eleven Focus:

The student will explain the role of major historical events from WWII to present and how their impact has shaped modern Georgia.



### TIMELINE FOR UNITS 2-11

Historical periods of study are broken down into three nine-week periods

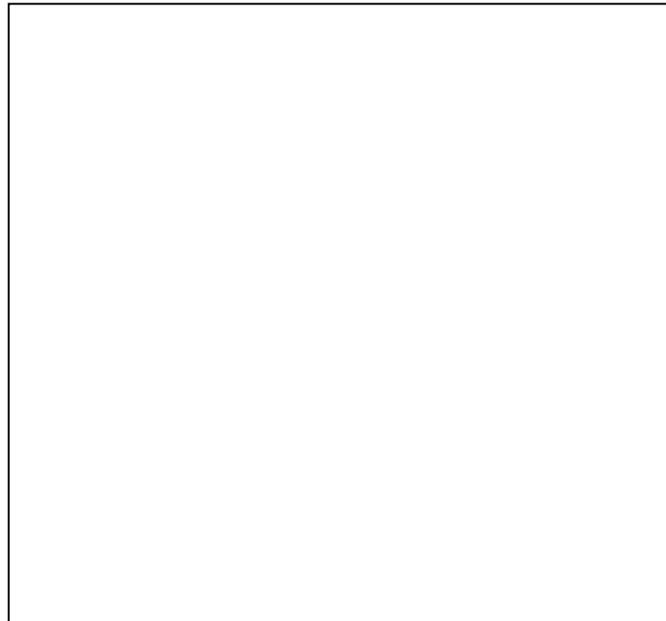
Standards:

SS8H10, 12; SS8CG1-6; SS8E1-5; SS8G2



Learning Targets:

- How have Interstates and air travel effected the development of Georgia's economy?
- How have population changes in Georgia affected politics in the state?
- What major events have made an impact on Georgia and what have been the results of these?
- How did Georgia change during the 1980s?
- How did Georgia change economically and politically in the 1990s?
- How did the acts of terrorists change Georgia?
- What important issues face Georgians in the 21st century?



#### UNIT

#### TIMELINE

#### Pre-History to Colonization

UNIT 2	AUG 24 TO SEPT 10 – 3 WEEKS
UNIT 3	SEPT 14 TO OCT 2 <sup>ND</sup> – 3 WEEKS
UNIT 4	OCT 5 TO OCT 23 – 3 WEEKS

#### Statehood to 20<sup>th</sup> Century

UNIT 5	OCT 26 TO NOV 3 – 3 WEEKS
UNIT 6	NOV 16 TO DEC 11 – 3 WEEKS
UNIT 7	DEC 14 TO JAN 22 – 3 WEEKS

#### 20<sup>th</sup> Century to Today

UNIT 8	JAN 25 TO FEB 19 – 3 WEEKS
UNIT 9	FEB 22 TO MAR 11 – 3 WEEKS
UNIT 10/11	MAR 14 TO APRIL 1 – 3 WEEKS

Content Topic and/or Skill	GPS Topic/ Concept	Textbook References	Tim
Unit One:			?

**BEGINNING OF FIRST NINE WEEKS**

**Unit Two: Geography and Native Americans**

**Essential Questions:**

**The student will understand that the movement and migration of people and ideas affects all societies involved**

- How did various developments in the culture of prehistoric Native Americans mark their evolution from the Paleo period through the Mississippian Period? (H1a, E1)
- What impact did environment have on the development of the prehistoric Native American cultures?(H1a, E1)

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

- Where is Georgia in terms of hemisphere, continent, nation, region and global position? (G1a)

**GPS**  
**Topic/ Concept**

**SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**

- a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

**SS8G1 The student will describe Georgia with regard to physical features and location.**

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.
- c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Evaluate the impact of climate on Georgia's development.

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**Textbook References &**  
**UNIT FOCUS:**

This unit will focus on the relationship between human activities and natural forces and physical features. It will show that development that occurred among prehistoric cultures happened in direct relation to changes in their environment whether by migration or natural phenomena. Additionally, it will lead to an understanding of the importance of location and physical features to the development of an area and its culture.

**Duratio**

<u>Colonization</u>	<u>Topic/ Concept</u>	<u>UNIT FOCUS:</u>	3 WEEK
<p><b><u>Essential Questions</u></b></p> <p><b><u>Conflict and Change:</u> The student will understand that when there is conflict between or within societies, change is the result.</b></p> <ul style="list-style-type: none"> <li>• How did early European contact affect the culture of the Mississippian Indians? (H1b)</li> <li>• What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b)</li> </ul> <p><b><u>Movement/Migration:</u> The student will understand that the movement or migration of people and ideas affects all societies involved.</b></p> <ul style="list-style-type: none"> <li>• What caused the early prehistoric societies to be on the move, and once they stopped their nomadic existence, how did their society change? (H1b)</li> <li>• With what European countries and/or individuals did the Mississippian Culture come in contact? How did this contact affect the Mississippian Culture? (H1b)</li> <li>• Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Which cultural groups impacted the Georgia Colony and what were their contributions? (H2b)</li> <li>• Other than our founder, James Oglethorpe, who were some other individuals who influenced the Georgia colonial society? (H2a)</li> </ul> <p><b><u>Production, Distribution, Consumption:</u> 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.</b></p> <ul style="list-style-type: none"> <li>• Which European countries competed for settlement in the Southeastern US?</li> <li>• What prompted these countries to explore, claim and settle these new lands? (H1c)</li> <li>• What persons were instrumental in the establishment of the Georgia colony and why? (H2a,b)</li> <li>• How did Georgia become a Royal colony and what effect did this event have on the colonists? (H2c)</li> <li>• What goods/services did the early colony of Georgia attempt to produce? (H2c, E1)</li> </ul> <p><b><u>Location:</u> The student will understand that a region’s location affects its economy, culture, and development of the region.</b></p> <ul style="list-style-type: none"> <li>• Why did the English King and the Georgia Trustees feel that the Georgia colony could provide certain goods and materials for England? (G1d)</li> <li>• Were they able to fulfill these expectations and why or why not? (G1d)</li> </ul>	<p><b>SS8H1</b> The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.</p> <ul style="list-style-type: none"> <li>a. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.</li> </ul> <p><b>SS8H2</b> The student will analyze the colonial period of Georgia's history.</p> <ul style="list-style-type: none"> <li>a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.</li> <li>b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.</li> <li>c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.</li> </ul> <p><b>SS8G1</b> The student will describe Georgia with regard to physical features and location.</p> <ul style="list-style-type: none"> <li>d. Evaluate the impact of climate on Georgia's development.</li> </ul> <p><b>SS8E1</b> The student will give examples of the kinds of goods and services produced in Georgia in different historical periods</p>	<p>This unit will focus on the geographical, political, social and economic factors that contributed to Georgia’s colonization. Students will understand that production, distribution, and consumption of goods and services were an essential part of the economic motivation behind European movement and migration that led to colonial development. Students will learn that through conflict and change various groups and individuals had unintended results on the Native American culture while at the same time building a new culture of their own. They will also come to know how location and economic ideas are related.</p> <p><b>Textbook: Georgia Studies - Chapters 4 and 5</b></p>	

## Essential Questions

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

- What were the causes, both immediate and long term of the American Revolution against England? (H3a)
- What was the significance of Georgia and it's colonists in this conflict? (H3b)
- How did the Creeks and Cherokees try to avoid conflict with the settlers? (H5d)
- What roles did Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, and John Marshall play in the events leading to the Trail of Tears? (H5d)
- 

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

- How did past experience of the patriots with England's monarchy influence their decisions regarding a new form of government? (H3a, H4a,b)
- What persons/groups/events were significant to the development of the new government and how? (H3b, H4b)
- How did the new government assure citizens that it would not impose the oppression of the past monarchy? (CG1 a,b,c,d,e)
- What were the strengths and weaknesses of the Articles of Confederation and why was the decision made to write a new document rather than revise them? (H4a)
- What were the strengths and weaknesses of the Georgia Constitution of 1777 and how were these weaknesses addressed? (H4a)
- What role did Georgia play at the Constitutional Convention of 1787 and how did Abraham Baldwin and William Few influence Georgia's role? (H4c)
- What is the basic structure of Georgia's Constitution and how does it protect the separation of powers? (CG1a, b)
- What are the rights of American citizens and what responsibilities accompany these basic rights of citizenship? (CG1c)
- What are the qualifications to vote in Georgia? (CG1d)

## Topic/ Concept

### **History**

**SS8H3** The student will analyze the role of Georgia in the American Revolution.

- Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
- Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah.

**SS8H4** The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

- Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.
- Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.

## UNIT FOCUS:

This unit will focus on the conflicts and changes along with compromises that led to our country's independence. These will include the economic and technological changes that occurred, and obligations of individual states to create representative governments. The students will see that as the complexity and interaction within our society changed, so, too, did its governance. The students should be able to understand the technological innovations that led to changes in our nation's production, distribution, and consumption of goods and services. Finally, the student should understand the individuals, groups and institutions that helped produce the changes both within our nation, and more specifically at home in Georgia.

**Textbook: Georgia Studies- Chapters 6, 7, 8, 23-25**

3 WEEK

productions, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- How was Georgia's economy impacted before, during and after the Revolutionary War? (E1, E2a)
- Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society. How did the invention of the Cotton Gin impact Georgia's economy and population? (H5c, E1,2)
- How did the growth of railroads influence Georgia's growth? (H5c, E1,2)

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

- What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia? (H3b, H4b)
- What role did the establishment of the University of Georgia, Louisville, the spread of Baptist and Methodist churches play in Georgia's growth? (H5a)
- What are the differences between the headright system and the land lottery system of land distribution and how did each impact the growth of Georgia? (H5b)
- What was the Yazoo Land Fraud and how did it change Georgia's boundaries? (H5b)

**Civics/Government:**

**SS8CG1** The student will describe the role of citizens under Georgia's constitution.

- Explain the basic structure of the Georgia state constitution.
- Explain the concepts of separation of powers and checks and balances.
- Describe the rights and responsibilities of citizens.
- Explain voting qualifications and elections in Georgia.
- Explain the role of political parties in government.

**Economics:**

**SS8E1** The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

**SS8E2** The student will explain the benefits of free trade.

- Describe how Georgians have engaged in trade in different historical time periods.

**Unit Five GEORGIA'S EARLY GROWTH**

**Topic/ Concept**

**UNIT FOCUS:**

3 WEEK

**Essential Questions:**

- How did Georgia rebuild and expand its economy in the late 17th and early 18th century?
- How did lifestyles differ in Georgia between frontier families and town dwellers?
- How did Americans apply the concept of manifest destiny during the Antebellum period?
- How did the North and South differ before the Civil War?
- What was life like for Georgia slaves during the Antebellum period?
- What was Georgia like before the Civil War?

**SS8H5** The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

- a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches.
- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonga Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

**Economics:**

**SS8E1** The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.

**SS8E2** The student will explain the benefits of free trade.

- a. Describe how Georgians have engaged in trade in different historical time periods.

Students will place Georgia in the greater role of rapid national growth following the establishment of the United States by addressing the political, social and economic changes in the state

	<u>Topic/ Concept</u>	<u>UNIT FOCUS:</u>	3 WEEK
<p><b>Conflict and Change:</b> The student will understand that when there is conflict between or within societies, change is the result.</p> <ul style="list-style-type: none"> <li>• What key events contributed to deepening unrest and hostility in antebellum America? (H6a)</li> <li>• What key events were significant to the Civil War? (H6a,b)</li> <li>• How did Reconstruction efforts and policies impact Georgia and other southern states? (H6c)</li> </ul> <p><b>Production, Distribution, Consumption:</b> 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.</p> <ul style="list-style-type: none"> <li>• How did the South's economy change following the Civil War? (E1, E2a)</li> <li>• How do sharecropping and tenant farming differ? (H6c)</li> <li>• How did the Union strategies during the Civil War impact the economy of the South and its ability to obtain resources? (H6b, E1,E2a)</li> </ul> <p><b>Individuals, Groups, Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <ul style="list-style-type: none"> <li>• How did the KKK intimidate people in the South? (H6c)</li> <li>• How did the Republicans and the Freedmen's Bureau affect African Americans? (H6c)</li> <li>• How did resentment after the Civil War affect society? (H6c)</li> <li>• How did the passage of the 13th, 14th, and 15th amendments to the Constitution affect all Americans, particularly African Americans? (H6c)</li> </ul> <p><b>Second Nine Weeks</b></p>	<p><b>History:</b>  <b>SS8H6</b> The student will analyze the impact of the Civil War and Reconstruction on Georgia.</p> <ul style="list-style-type: none"> <li>a) Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens.</li> <li>b) State the importance of key events of the Civil War; include Antietam, Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.</li> <li>c) Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.</li> </ul> <p><b>Economics:</b>  <b>SS8E1</b> The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.  <b>SS8E2</b> The student will explain the benefits of free trade.</p> <ul style="list-style-type: none"> <li>a) Describe how Georgians have engaged in trade in different historical time periods.</li> </ul>	<p>This unit will focus on the actions of individuals, groups, and institutions of the North and South and how they affected society in the United States. Students will realize that conflict and change was a predominant theme and had a major impact on society during the Civil War era. Planters struggled to find ways to maintain an established lifestyle. Others of the south depended upon the success of the planter for their meager livelihood. For many, slavery became a moral struggle. Students will also acknowledge the economic changes in Antebellum Georgia, during the Civil War, and through Reconstruction in reference to production, distribution, consumption.</p> <p><b>Textbook: Georgia Studies – 11,12,13,14</b></p>	

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

- What key social issues were significant during the New South era? (H7)
- What key political issues affected the development of the state during the New South era? (H7)
- What were the causes of WWI? (H7d)
- What key economic developments occurred in Georgia during the years between the Civil War and WWI? (E3)

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

- Who were the civil right's activists of this period and how did their views differ? How did society and politics deny rights to certain individuals and groups during this era? (H7a, b)
- What were the causes of the outbreak of WWI? What was Georgia's role in WWI? (H7d)
- What was the impact of the Bourbon Triumvirate on Georgia politics and economy? What were the beliefs of the Populists, and how did Populist Tom Watson change Georgia and the nation? (H7a)
- What were the differences in political views and philosophy among the following: Bourbon Triumvirate, Henry Grady, Tom Watson, Rebecca Latimer Felton? (H7a)
- What do the 1906 Atlanta Race Riot and the Leo Frank case have in common?
- 

**Production, Distribution, and Consumption:** The student will understand that the productions, distributions, and consumptions of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What is entrepreneurship and how would it impact a state? (E3a,b)
- What key economic developments developed in Georgia which resulted in profound affects on the development of the state? (E3)
- How did Coca-Cola, Delta Airlines, Georgia Pacific, and Home depot develop and what impact did their development have on the state of Georgia? (E3c)

Topic/ Concept

**History:**

**SS8H7** The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918. a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon. d. Give reasons for World War I and describe Georgia's contributions.

**Geography:**

**SSG2** The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports, and the railroads help drive the state's economy. a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia. b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets. c. Explain how the four transportation systems provide jobs for Georgians.

**Economics:**

**SS8E3** The student will evaluate the influence of Georgia's economic growth and development. a. Define profit and describe how profit is an incentive for entrepreneurs. b. Explain how entrepreneurs take risks to develop new goods and services to start a business. c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coco-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

UNIT FOCUS:

This unit will focus on the social, economic, and political changes that occurred in Georgia between the end of the American Civil War and the end of WWI. Students will analyze conflicts, regional, national, and international, that resulted from many of these changes. The students will understand that when there is a conflict between or within societies, change is the result. Students will understand that the actions of individuals, groups, or institutions affect society through intended and unintended consequences. They will, additionally, understand that production, distribution, and consumption of goods influences our society.

**Textbook: Georgia Studies - Chapters 27, 28, & 29**

**Unit Eight: Early 20<sup>th</sup> Century-PreWWII (1900-1928)**

**ESSENTIAL QUESTIONS:**

**The student will understand that when there is conflict between or within societies, change is the result.**

- What was the Lend Lease policy and how did it help lead to American’s involvement in World War II? H9a
- What happened on December 7, 1941 that resulted in America declaring war on Japan? H9a
- How did US involvement in WWII impact Georgia’s economy and subsequent development? H9b, E1

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

- Who were significant political figures of the period and how did they impact the state? H9b,d
- How did the political career of Eugene Talmadge impact the state? H8c
- What was President Roosevelt’s tie to Georgia and how did this impact the state? H9d
- What was the Holocaust and what is the legacy it left behind? H9c The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
- What specific economic problems in the south had Georgia in a negative economic situation even before the Great Depression? H8a
- How did the governmental programs designed to ease the economic problems of the Great Depression impact Georgia? H8d

**The student will understand that the production, distribution, and consumption of good/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**

- During the late teens of the 1900’s, what natural forces resulted in significant negative impact on the economy of the south? H8a • How did economic factors lead to the Great Depression? H8b
- What political programs were developed to help restore economic balance to the South/Nation by Roosevelt’s administration and what were the results of these programs? H8d
- How did the boll weevil and the drought affect the economy of Georgia? E1
- How did World War II affect the economy of Georgia? E1

**Topic/ Concept**

**History:**

**SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.**

- Describe the impact of the boll weevil and drought on Georgia.
- Explain economic factors that resulted in the Great Depression.
- Discuss the impact of the political career of Eugene Talmadge.
- Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

**SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.**

- Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- Explain the impact of the Holocaust on Georgians.
- Discuss the ties to Georgia that President Roosevelt had and his impact on the state. Economy

**SSE1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods**

**UNIT FOCUS:**

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 production, distribution and consumption 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 individuals, groups, and/or social institutions from the United States as well as other countries whose actions caused conflict and change and had long-term effects not only on Georgia and all American citizens, but around the world.

**Textbook: Georgia Studies- Chapters 15, 17**

	<u>Topic/ Concept</u>	<u>UNIT FOCUS:</u>	3 WEEK
<p><b>ESSENTIAL QUESTIONS:</b></p> <p><b>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</b></p> <ul style="list-style-type: none"> <li>Who significantly contributed to the growth of Georgia during this time period and how did they impact the state? (H10b,c)</li> </ul> <p><b>Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.</b></p> <ul style="list-style-type: none"> <li>How was agriculture transformed in Georgia following WWII and how did this impact the state as a whole? (H10a)</li> <li>How did politics within Atlanta bring about growth for Georgia? (H10b,c) What other Atlanta-based developments occurred during this period? (E1, G2a,c)</li> </ul> <p><b>Location: The student will understand that location affects a society's economy, culture, and development</b></p> <ul style="list-style-type: none"> <li>How did Georgia's economy change after WWII? (E1)</li> <li>What developments in Atlanta helped to bring about these changes? (E2b, G2a,c)</li> <li>How do our major transportation systems impact Georgia? (G2a,b, E1, E2b)</li> </ul> <p><b>Technological Innovations: The student will understand that technological innovations have consequences, both intended and unintended, for a society.</b></p> <ul style="list-style-type: none"> <li>What technological inventions influenced Georgia's economy, especially our transportation systems? (G2a,b,c E1, E2b)</li> </ul>	<p><b>History: SS8H10</b> The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.</p> <p>a. Analyze the impact of the transformation of agriculture on Georgia's growth. b. Explain how the development of Atlanta, including the roles of mayors William Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.</p> <p>c. Discuss the impact of Ellis Arnall.</p> <p><b>Geography: SS8G2</b> The student will explain how the Interstate Highway System, Hartsfield- Jackson International Airport, Georgia's deepwater ports, and the railroads help drive the state's economy.</p> <p>a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia.</p> <p>b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets.</p> <p>c. Explain how the four transportation systems provide jobs for Georgians.</p> <p><b>Economics : SS8E1</b> The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.</p> <p><b>SS8E2</b> The student will explain the benefits of free trade.</p> <p>b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in world trade.</p>	<p>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 it's place in world trade.</p> <p><b>Textbook: Georgia Studies- Chapters 17, 18</b></p>	

	<u>Topic/ Concept</u>	<u>UNIT FOCUS:</u>	
<p><b>ESSENTIAL QUESTIONS:</b></p> <p><b>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</b></p> <ul style="list-style-type: none"> <li>• What was the significance of the 1946 governor’s race?</li> <li>• What events and groups impacted the outcome of the Civil Rights movement?</li> <li>• How did these events and groups impact Georgia and ultimately the United States?</li> <li>• Who were the significant figures of the Civil rights movement between 1940 and 1970?</li> <li>• How did these people impact Georgia and ultimately the United States?</li> </ul>	<p><b>History:</b></p> <p><b>SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.</b></p> <p>a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag.</p> <p>b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.</p> <p>c. Discuss the impact of Andrew Young on Georgia.</p>	<p>This unit will focus on how the ideas of significant individuals, groups, and institutions impacted not only Georgians, but all Americans. The student will learn that the struggle for Civil Rights in Georgia took place within a nationwide continuum of the Civil Rights movement and contradicted many of society’s deep seeded beliefs. Where there is conflict there will always be change. As students evaluate these events and the people involved with them, students will acknowledge the dramatic changes these events have caused in America, Georgia, and even within students’ own community.</p> <p><b>Textbook: <u>Georgia Studies-Chapter 18</u></b></p>	<p>1 1/2 WEEKS</p>

	<u>Topic/ Concept</u>	<u>UNIT FOCUS:</u>	WEEKS
<p><b>Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</b></p> <ul style="list-style-type: none"> <li>• What influential Georgian rose to the political ranks of the state and ultimately the nation to lead our country and what was his impact on the state and on the nation? (H12)</li> </ul> <p><b>Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</b></p> <ul style="list-style-type: none"> <li>• What was the effect of the end to County Unit System on Georgia? (H12)</li> <li>• What is the difference between the one and two party system in Georgia and how did the rise of the latter impact Georgia? (H12)</li> <li>• How has reapportionment affected the power of political parties in Georgia? (H12)</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• What international event was hosted by Atlanta in 1996 and how did this event affect the city and state? (H12)</li> </ul>	<p><b>SS8H12</b> The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.</p> <p>a. Evaluate the consequences of the end of the county unit system and reapportionment.</p> <p>b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.</p> <p>c. Analyze the impact of the rise of the two-party system in Georgia.</p> <p>d. Evaluate the effect of the 1996 Olympic Games on Georgia.</p> <p>e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.</p>	<p>The student will understand how various social economic and political changes have impacted life in Georgia since 1970. Students will discover ways that our economy is driven by production, distribution, and consumption of goods and services. Students will evaluate the relevance and impact of the migration/movement of non-English speaking people to our state. They will also learn that as our society has become more complex, our governance has become more complex.</p> <p><b>Textbook: <u>Georgia Studies-Chapter 21, 22</u></b></p>	

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