

**Augusta Canal National Heritage Area
8 Grade Lesson Plans**

Stage 1 – Desired Results	
Title: Falling into Place	Subject/Course: Grade: 8th
Instructional Time: 10 hrs.	Social Studies/Geography
Big Ideas: Geographic Regions, The Fall Line and Early Settlements, Rivers and Water Power, The Fall Line’s Impact on the Growth and Development of Cities and Industrialization, Newspaper Writing	Designers: Julie Boone and Gina McGowan
<p>Established Goals: GEORGIA STANDARDS</p> <p>SS8H2 - The students will analyze the colonial period of Georgia’s history.</p> <p style="padding-left: 20px;">a. Explain the importance of James Oglethorpe, reasons for settlement, and the city of Savannah.</p> <p>SS8G1 – The students will describe Georgia with regard to physical features and location.</p> <p style="padding-left: 20px;">b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.</p> <p style="padding-left: 20px;">c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Appalachian Mountains and Chattahoochee and Savannah Rivers.</p> <p>SS8E1 – The student will give examples of the kinds of goods and services produced in Georgia in different time periods.</p> <p>SS8E2 – The student will explain the benefits of free trade.</p> <p style="padding-left: 20px;">a. Describe how Georgians have engaged in trade in different historical time periods.</p> <p>SS8E3 – The student will evaluate the influence of Georgia’s economic growth and development.</p> <p style="padding-left: 20px;">a. Define profit and how profit is an incentive for entrepreneurs.</p> <p style="padding-left: 20px;">b. Explain how entrepreneurs take risks to develop goods and services to start a business.</p> <p>SOUTH CAROLINA STANDARDS</p> <p>Social Studies:</p> <p>8-4.1 Explain the importance of agriculture in antebellum South Carolina, including the plantation system and the impact of the cotton gin on all social classes.</p> <p>8-5.5 Compare industrial development in South Carolina to industrialization in the rest of the United States, including the expansion of railroads, the development of the phosphate and textile industries, and immigration.</p> <p>8-5.8 Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women’s suffrage; labor laws; and educational, agricultural, health, and governmental reform.</p> <p>8-7.4 Summarize key economic issues in present-day South Carolina, including the decline of the textile industry, the state’s continuing right-to-work status, the changes in agricultural emphasis, the growing globalization and foreign investment, the influx of immigrants and</p>	

**Augusta Canal National Heritage Area
8 Grade Lesson Plans**

migrants into the Sunbelt, the increased protection of the environment, the expanding number of cultural offerings, and the changes in tax policy.

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Natural land and water features impact the shape and course of human events. • Physical features impact how and why communities exist. • People organize their resources to meet their needs. • History is the study of change over time. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why were the navigational headwaters of the Savannah River a good place for crossing? 2. Why did early settlers come to this region? 3. Why did James Oglethorpe select this area to establish an English trading post? 4. How did early settlers transport goods from place to place? 5. Why is there a Fall Line? 6. Why did cities develop along the Fall Line? 7. Why did roadways develop along the Fall Line? 8. Why were mills and factories located near the Fall Line? 9. Why was the Augusta Canal constructed? 10. How did the Augusta Canal affect the lives of the people who lived near it? 11. How is the Fall Line significant today? 12. How is the Augusta Canal significant today? 13. How do newspapers share information and opinions about important events?
<p>Knowledge:</p> <ul style="list-style-type: none"> • Physical regions of Georgia and South Carolina. • The Fall Line is the boundary between the Coastal Plain and the Piedmont regions. • The Fall Line gets its name because it is the waterfalls and rapids that are barriers to inland travel. • Crossings, trading centers, towns, cities and industry grew along the Fall Line. • The Augusta Canal harnessed the power of the river to make the area an industrial center. • Industrial entrepreneurs took 	<p>Skills</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify the physical regions of Georgia and South Carolina. • Describe what the Fall Line is and identify its path. • Describe the impact of the Fall Line on early travel, settlement patterns, roadways, city and industrial growth. • Describe how city planners and entrepreneurs utilized the Fall Line’s potential energy by constructing canals to facilitate industrial growth. • Relate facts about the Augusta Canal and its industries to the circumstances of other towns and cities on the Fall Line.

**Augusta Canal National Heritage Area
8 Grade Lesson Plans**

<p>advantage of the water -power provided by the Augusta Canal.</p> <ul style="list-style-type: none"> • Industrial growth occurred in other cities along the Fall Line. • Major transportation routes developed along the Fall Line. • Newspaper writers convey facts, opinions and job information using expressive language and writing techniques. 	<ul style="list-style-type: none"> • Describe the history of the Augusta Canal and identify some of the key people involved in its construction and maintenance. • Describe how the lifestyles of southerners changed as a result of local industrial growth. • Apply the writing process to develop newspaper entries.
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Stage 2 – Assessment Evidence

<p>Performance Tasks/Projects:</p> <ol style="list-style-type: none"> 1. Fall Line Mapping Activity 2. Completed Anticipation Guide 3. Completed Fall Line City Map 4. Completed Fall Line City Group Research Project 5. Completed Newspaper Entry 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Fall Line Prediction Chart • Written summary of the Augusta Canal’s impact on the history of Augusta. • Written feedback to the Augusta Canal Interpretive Center Guides and Boat Captain. • Participation and cooperation with Fall Line city research group. • Participation in sharing newspaper entry activity.
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Stage 3 – Learning Plan

Learning Activities:

Pre-visit Classroom

1.) Mapping The Fall Line
Materials: **Falling Into Place PowerPoint, (Includes Maps I and II)**
Procedure: **Show Map I.** Identify and discuss the Fall Line. Its name arises from the occurrence waterfalls and rapids that are inland barriers to river navigation. The part of the Fall Line that runs along the eastern side of the United States is approximately 1500 km long. It extends from New Jersey to Alabama. In ancient times it was the coastline. Now it is the boundary between the Piedmont and the Coastal Plain.
Show Map II. Take a closer look at the Fall Line’s path through Georgia and South Carolina. Point out the approximate location of Augusta and the Savannah River on the map.
Continue Viewing Slides. Ask the students to predict how this geographical feature – The Fall Line - may have affected the ways in which early Native American groups lived and traveled. Have them predict how the Fall Line may have affected the direction and movement of

**Augusta Canal National Heritage Area
8 Grade Lesson Plans**

European explorers. Have them predict how the Fall Line may have affected the development of early colonial trade routes and posts, and later settlement patterns and roadways. Discuss students' ideas and predictions and record on large chart paper.

2.) Field Trip Anticipation Guide

Materials: Anticipation Guide 6-8 A

Procedure: Direct students to predict what they will see and learn during their tour of the Augusta Canal Discovery Center. In the column labeled **Me**, have the students check each statement with which they agree. While reading viewing the exhibits and reading the signs and panels, students should check the column labeled **Exhibit** if the statement is true. They should cross off any statements that are false.

On-Site

3.) Anticipation Guide Check

Procedure – Students tour the Augusta Canal's Discovery Center and check their responses on the Anticipation Guide.

4.) Fall Line Talk and "Fall" Count. Students listen closely to the Discovery Center movie narration and their Augusta Canal guide and see if they can keep a running count of how many times they hear the word "fall."

5.) Boat Talk – Crossings, Trade and Industry: The Impact of Natural Features on Human Activity

Post-Visit Classroom

6.) A Look at Georgia and South Carolina Fall Line Cities

Materials: Student Worksheet 6-8 B Fall Line Cities

South Carolina – Cheraw, Camden, Columbia Georgia – Milledgeville, Macon, Columbus

Procedure: Review the students' predictions of the Fall Line's impact on early travel, settlements, roadways, and city growth. Discuss how the Augusta Canal utilized the Fall Line's potential for energy to facilitate industrial growth. Explain that Augusta was not the only city to utilize the power generated by falling water. Other cities in Georgia and South Carolina became industrial centers due to their location along the Fall Line.

Find the following cities on a road map of the Southeastern United States.

South Carolina – Cheraw, Camden, Columbia

Georgia – Milledgeville, Macon, Columbus

Have the students label each city on Worksheet 6-8 B.

7.) City and River Group Research Projects

Procedure: In small groups, students use the Internet and other sources to determine the

**Augusta Canal National Heritage Area
8 Grade Lesson Plans**

extent to which the Fall Line influenced the history and growth of the following cities discussed in the preceding lesson. Reports should describe the city's location on the Fall Line, Native American and colonial settlements, agrarian and industrial growth, cultural heritage and other facts.

8.) Read All About It! *In Your Own Words* Newspaper Writing Activities

Materials: Newspaper Writing Activity Sheet

Procedure: Students select one of the writing topic ideas to use the writing process to develop into a composition. Students share their completed newspaper entries with the class.