

**Augusta Canal National Heritage Area
GA Grade 2 Social Studies Program Lesson Plans**

Stage 1 – Desired Results	
<p>Title: Historical Waters Instructional Time: 10 hrs.</p>	<p>Subject/Course: Social Studies Grades: 2</p>
<p>Big Ideas: Rivers of GA Regions of GA Water Transportation, Water Power, Interdependence, Local, Workers and Skills</p>	<p>Designers: Julie Boone and Gina McGowan</p>
<p>Established Goals: GA Performance Standards: SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface. a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau. b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary’s, Chattahoochee and Flint. SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees. b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure. c. Describe how each historic figure adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historic figures and their ideas across time. e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live. Language Arts: ELA2R3 – The student acquires and uses grade-level words to communicate effectively. ELA2R2 – The student uses a variety of strategies to gain meaning from grade level texts.</p>	
<p>Enduring Understandings: Students will understand...</p> <ul style="list-style-type: none"> ● Geography plays an important role in the history of a region. ● The fall line is an area between the Piedmont and Coastal Plain regions of Georgia. ● Scarcity necessitates choices and opportunity costs. ● Productive resources are needed to help area grow economically. ● People need a way to work and make 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why did some people think that constructing the Augusta Canal would be good for the city? 2. How did the Augusta Canal change the lives of people in Augusta? 3. How did people depend on the canal? 4. The building of the Augusta Canal used what geographic feature and natural resource.

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<p>money.</p> <p>Knowledge: Students will know...</p> <ul style="list-style-type: none"> • The major cities in their state were established on rivers. • The water in the Augusta Canal comes from the Savannah River and flows back to the river. • The Savannah River forms the border between Georgia and South Carolina. • The Savannah River flows to the Atlantic Ocean. 	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none"> • Identify rivers as natural resources. • Apply economic concepts to historical events and places. • Identify different types of jobs and the skills necessary to complete them. • Identify Georgia’s waterways on a map.
Stage 2 – Assessment Evidence	
<p>Performance Tasks/Projects:</p> <ol style="list-style-type: none"> 1. Apply reading skills and logic to determine products made by factories and mills. 2. Identify significant people who contributed to the success of the Augusta Canal. 3. Name groups of people who depended upon the Augusta Canal to meet their needs and wants. 4. Participate in a group map reading exercise. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Students apply economic concepts in discussions and studies of other industries. • Students orally describe some mutual goods and services they depend on daily. • Students identify current city leaders and public projects. (new schools, roads, sidewalks, etc.) • Students provide written feedback to the canal tour guides, boat captain, field trip chaperones and teachers.
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p><u>Pre-Visit Classroom Activities</u></p> <p>1.) Discovery Center Orientation Film Vocabulary (Use vocabulary list link on website) Procedure: Introduce new words and ask students to predict how these words might be used when talking about the history of the Augusta Canal.</p> <p>2.) Interdependence on the Augusta Canal Materials: Student Worksheet 2-3 B Procedure: Explain how people do different types of jobs and depend on one-another for goods and services. Using the diagram on Worksheet B, point out the farmers would grow products like cotton, wheat and corn. The raw materials would be transported on the canal to the mills and factories. Mills and factories would use the water power to run machines and make the raw materials into products. Citizens would purchase the goods made in the factories and mills. Students make add illustrations and color farmers, mills, factories and citizens to complete Worksheet B.</p>	

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On-Site Activities

3.) Who Did It?

Materials: Worksheet 2-3 C

Procedure: In the Discovery Center students read the signs and panels to match the actions to the individuals listed.

4.) Many Kinds of Jobs

Materials: Worksheet 2-3 D

Procedure: Have students list all the different jobs of people they learn about during their boat ride and tour of the Discovery Center. Determine who found the most jobs. Have the students participate in a discussion of the skills necessary for each job. (surveyors, engineers – math skills; planners/politicians – leadership and reading/writing skills; canal diggers – physical strength; factory workers – sweeping, doffing, spinning, running other machines; entrepreneurs – math, reading and writing skills; bankers – math skills; boatmen – physical strength, piloting skills, following direction; builders – math/reading/carpentry and masonry skills, etc.)

5.) Canal Boat Ride - The Canal's Economic Impact on Augusta and Surrounding Areas

Post-Visit Classroom Activities

6.) Who Depended on the Canal?

Materials: Worksheet 2-3 E

Procedure: Have the students identify the various groups of people that depended on the Augusta Canal in the 1800s. (farmers, field workers, Petersburg Boatmen, traders, merchants, factory and mill entrepreneurs, factory and mill workers, citizens of Augusta, people beyond the local area that use the products made in the mills and factories, other)

7.) River Cities

Materials: Use Power Point Map Lesson from website