

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

<b>Stage 1 – Desired Results</b>	
<p><b>Title:</b> Historical Waters <b>Instructional Time:</b> 10 hrs.</p>	<p><b>Subject/Course:</b>      <b>Grades: 2</b> Social Studies</p>
<p><b>Big Ideas:</b> <b>South Carolina Geographic Features and Natural Resources</b> <b>Water Transportation, Water Power, Interdependence, Local, Workers and Skills</b></p>	<p><b>Designers:</b> <b>Julie Boone and Gina McGowan</b></p>
<p><b>Established Goals:</b> <b>South Carolina Standards</b> <b>Social Studies:</b> 2.1 The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment. 2-1.1-Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions., 2-1.2-Recognize characteristics of the local region, including its geographic features and natural resources 2-2.3-Recognize the features of urban, suburban, and rural areas of the local region. 2-2.4-Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living. 2-2.5-Identify on a map or globe the location of his or her local community, state, nation, and continent. 2-3.2-Explain how people’s choices about what to buy will determine what goods and services are produced. 2-4.2-The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States. Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations. <b>Language Arts:</b> 2-1- The student will read and comprehend a variety of literary texts in print and nonprint formats. 2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats. 2-2.2-Analyze informational texts to draw conclusions and make inferences during classroom discussions. 2-2.4-Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations). 2-2.7-Use functional text features (including tables of contents and glossaries) as sources of information. 2-6.1-Generate how and why questions about a topic of interest. 2-6.5-Use Standard American English when appropriate in conversations and discussions.</p>	

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<p><b>Enduring Understandings:</b> Students will understand...</p> <ul style="list-style-type: none"> <li>• Geography plays an important role in the history of a region.</li> <li>• Natural resources are needed to help area grow economically.</li> <li>• People need a way to work and make money.</li> <li>• There are many natural resources in South Carolina.</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why did some people think that constructing the Augusta Canal would be good for the city?</li> <li>2. How did the Augusta Canal change the lives of people in Augusta?</li> <li>3. How did people depend on the canal?</li> <li>4. The building of the Augusta Canal used what geographic feature and natural resources.</li> </ol>
<p><b>Knowledge:</b> Students will know...</p> <ul style="list-style-type: none"> <li>• The water in the Augusta Canal comes from the Savannah River and flows back to the river.</li> <li>• The Savannah River forms the border between Georgia and South Carolina.</li> <li>• The Savannah River flows to the Atlantic Ocean.</li> <li>• <b>SC</b>-The names of some SC natural resources.</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify rivers as natural resources.</li> <li>• Apply economic concepts to historical events and places.</li> <li>• Identify different types of jobs and the skills necessary to complete them.</li> <li>•</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Tasks/Projects:</b></p> <ol style="list-style-type: none"> <li>1. Apply reading skills and logic to determine products made by factories and mills.</li> <li>2. Identify significant people who contributed to the success of the Augusta Canal.</li> <li>3. Name groups of people who depended upon the Augusta Canal to meet their needs and wants.</li> <li>4. Participate in a group map reading exercise.</li> </ol>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Students apply economic concepts in discussions and studies of other industries.</li> <li>• Students orally describe some mutual goods and services they depend on daily.</li> <li>• Students provide written feedback to the canal tour guides, boat captain, field trip chaperones and teachers.</li> </ul>
<b>Stage 3 – Learning Plan</b>	
<p><b>Learning Activities:</b></p> <p><u>Pre-Visit Classroom Activities</u></p> <p><b>1.) Discovery Center Orientation Film</b> <b>Vocabulary (Use vocabulary list link on website)</b> <b>Procedure:</b> 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><b>2.) Interdependence on the Augusta Canal</b></p>	

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**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.

On-Site Activities

**3.) Many Kinds of Jobs**

**Materials: Worksheet 2-3 D**

**Procedure:** Have students look at a list of 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; mayor/city leader– planning, 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.)

**4.) 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.) South Carolina Natural Resources**

**Materials: Use Power Point Map Lesson from website (Academic Standard Reinforcement)**