

Lesson: Geographic Regions of Georgia - Part 2

Prompt: Create a travel brochure about one of the geographic regions of Georgia.

Use the rubric and student guide in Edgenuity to create a brochure. You may do it on the computer using Microsoft Word or Powerpoint and upload it to Edgenuity. Or you may use another digital format as long as it can be emailed to me at sgardner@henry.k12.ga.us. You may also choose to do it by hand and turn in a hard copy in seminar.

Lesson: Geographic Regions of Georgia - Part 2

Prompt:

In two to three paragraphs, evaluate how Georgia's geography has affected the development of the Piedmont and Coastal Plain regions. Be sure to discuss specific geographic features, including the fall line, the Chattahoochee and Savannah Rivers, and the Barrier Islands. Be sure to use reasons and evidence from the lesson to support your conclusions.

Sample Answer:

Georgia's geography has affected its development in many ways. The fall line divides the Piedmont from the coastal plain. It is the point at which many of Georgia's rivers, including the Chattahoochee and Savannah Rivers, become unnavigable. As a result, many towns were founded on the rivers at this point, including Augusta, Macon, and Columbus.

The Barrier Islands protect Georgia's coastline, but they remain largely uninhabited. This is because they are difficult to reach, except by boat. A few islands, such as Jekyll Island, are connected to the shore by bridges and causeways, and are important tourist destinations as a result. Thousands of people live here, and millions more visit every year.

Lesson: Georgia's Climate and Weather

Prompt:

How has Georgia's climate affected its development? Write a short paragraph to answer the question. Include evidence from the text in your response.

Scoring Guidance:

A full-credit response includes the following elements. Deduct points if these items are missing or weak, such as:

- A description of Georgia's climate. Deduct 10 percentage points if the description is incomplete, and 20 points if it is missing.
- A paragraph that explains how Georgia's climate affected its development. Deduct 10 percentage points if the explanation is incomplete, and 20 points if it is missing.
- Supporting evidence in the form of details, statistics, facts, and quotations. Deduct 10 percentage points if the evidence is weak, and 20 points if it is missing.
- Correct grammar and mechanics. Deduct 5- 20 points for errors in grammar and mechanics depending on the severity of the errors.

Lesson: Early North American Cultures**Prompt:**

Based on what you have read, describe the American Indian cultures of the Woodland period. Be sure to explain how and why the Woodland civilizations declined in Georgia during the Late Woodland period.

Sample Answer:

American Indians of the Woodland period continued many of the advancements made in the Archaic period. Populations increased, and people began to stay in one place for longer periods of time. The first permanent settlements were created as people's knowledge of agriculture increased. New tools and advancements, including the use of stone manos, advancements in ceramics, and the development of the bow and arrow, contributed to these changes. Woodland Indians also spent more time on rituals and ceremonies, as the discovery of earthen mounds indicates.

However, these cultures began to decline in Georgia during the Late Woodland period. Scientists are not sure why, but Woodland cultures began to abandon many of the advancements of the Middle Woodland period. This may have been due to drought, an inability of the land to support growing populations, or increased conflict between groups.

Keywords:

keywords unavailable

Scoring Guidance:

A full-credit response includes the following elements. Deduct points if these items are missing or weak.

- It should include a discussion of the characteristics of woodland culture. Deduct 25 percentage points if the explanation is weak, and 40 points if it is missing.
- It should include a discussion of the reasons for the decline of woodland civilizations. Deduct 10 percentage points if the explanation is weak, and 15 points if it is missing.
- It should include supporting evidence in the form of details, statistics, facts, and quotations. Deduct 10 percentage points if the evidence is weak, and 20 points if it is missing.
- It should use correct grammar and mechanics. Deduct 5–20 points for errors in grammar and mechanics, depending on the severity of the errors.

Lesson: Early Exploration of Georgia

Prompt:

In two paragraphs, describe the effects of de Soto's exploration and the mission system on Georgia. In your answer, consider these questions: What were the goals of these expeditions and plans? How did they affect American Indians?

Sample Answer:

Spanish explorers and settlers came to the Americas in the 1500s to achieve three main goals: to spread their culture and religion, to find treasure and valuable goods, and to gain fame from new discoveries. Their arrival resulted in a number of important effects. For instance, Europeans discovered a lot about the Americas due to early expeditions. They also built settlements called missions in the coastal areas of the Southeast. These missions allowed Spanish settlers to interact with American Indians and to spread the Spanish language and religion, along with other aspects of their culture.

However, many effects were much more negative than positive. For example, many American Indians died from exposure to European diseases that their bodies could not fight off. Spanish explorers treated the American Indians very poorly. They captured some American Indians and forced them to work as guides and interpreters. Spanish soldiers also killed them in battle. In addition, the mission system resulted in the abuse of American Indians at the hands of Spanish settlers. Many American Indian men were forced to work for the missions under a system known as *repartimiento*. They had to live apart from their families for months at a time, and a number of American Indian villages went into decline as a result. Many American Indians also were forced to assimilate against their will to adopt Spanish beliefs and traditions at the expense of their own cultures.

Scoring Guidance:

A full-credit response includes the following elements. Deduct points if these items are missing or weak.

- The response should describe the goals of the mission system, including assimilation. Deduct 10 percentage points if the explanation is weak, and 20 points if it is missing.
- The response should describe the goals of Spanish exploration and settlement. Deduct 10 percentage points if the explanation is weak, and 20 points if it is missing.
- The response should explain the effects of missions on American Indian population, including repartimiento. Deduct 10 percentage points if the explanation is weak, and 20 points if it is missing.
- The response should include supporting evidence in the form of details, statistics, facts, and quotations. Deduct 10 percentage points if the evidence is weak, and 20 points if it is missing.
- The response should use correct grammar and mechanics. Deduct 5 to 20 points for errors in grammar and mechanics, depending on the severity of the errors.