

Grade Eight

GEORGIA STUDIES

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

Historical Understandings

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.
- b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto.
- c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

SS8H2 The student will analyze the colonial period of Georgia's history.

- 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.
- 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.
- c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors.

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

- a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence.
- b. 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.

- a. 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.
- b. 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.

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, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

- 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.
- b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.
- 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.

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. Explain reasons for World War I and describe Georgia's contributions.

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

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.
- c. Discuss the impact of the political career of Eugene Talmadge.
- d. 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.

- a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor.
- b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson.
- c. Explain the impact of the Holocaust on Georgians.
- d. Discuss President Roosevelt’s ties to Georgia including his visits to Warm Springs and his impact on the state.

SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.

- 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 B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia.
- c. Discuss the impact of Ellis Arnall.

SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.

- 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.
- 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.
- c. Discuss the impact of Andrew Young on Georgia.

SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

- a. Evaluate the consequences of the end of the county unit system and reapportionment.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Analyze the impact of the rise of the two-party system in Georgia.
- d. Evaluate the effect of the 1996 Olympic Games on Georgia.
- e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia.

Geographic Understandings

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.

SS8G2 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.

Government/Civic Understandings

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

- a. Explain the basic structure of the Georgia state constitution.
- b. Explain the concepts of separation of powers and checks and balances.
- c. Describe the rights and responsibilities of citizens.
- d. Explain voting qualifications and elections in Georgia.
- e. Explain the role of political parties in government.
- f. Identify wisdom, justice, and moderation as the three principles of the Pledge of Allegiance to the Georgia Flag.

SS8CG2 The student will analyze the role of the legislative branch in Georgia state government.

- a. Explain the qualifications, term, election, and duties of members of the General Assembly.
- b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system.
- c. Evaluate how the legislative branch fulfills its role as the lawmaking body for the state of Georgia.

SS8CG3 The student will analyze the role of the executive branch in Georgia state government.

- a. Explain the qualifications, term, election, and duties of the governor and lieutenant governor.
- b. Describe the organization of the executive branch, with emphasis on major policy areas of state programs; include education, human resources, public safety, transportation, economic development, and natural resources.
- c. Evaluate how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.

- a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected.
- b. Explain the difference between criminal law and civil law.
- c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process.
- d. Describe ways to avoid trouble and settle disputes peacefully.
- e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system.

SS8CG5 The student will analyze the role of local governments in the state of Georgia.

- a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.
- b. Compare and contrast the weak mayor-council, the strong mayor-council, and the council-manager forms of city government.
- c. Describe the functions of special-purpose governments.
- d. Evaluate the role of local government working with state agencies to administer state programs.

SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.

- a. Explain the difference between delinquent behavior and unruly behavior and the consequences of each
- b. Describe the rights of juveniles when taken into custody.
- c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process.
- d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences.

Economic Understandings

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.
- b. Explain how the four transportation systems from SS8G2 contribute to Georgia's role in trade.

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 Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

SS8E4 The student will identify revenue sources for and services provided by state and local governments.

- a. Trace sources of state revenue such as sales taxes, federal grants, personal income taxes, and property taxes.
- b. Explain the distribution of state revenue to provide services.
- c. Evaluate how choices are made given the limited revenues of state and local governments.

SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8
➤ Key Ideas and Details
L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
➤ Craft and Structure
L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
➤ Integration of Knowledge and Ideas
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.
L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.
➤ Range of Reading and Level of Text Complexity
L6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)
➤ Text Types and Purposes
L6-8WHST1: Write arguments focused on <i>discipline-specific content</i> .
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
L6-8WHST3: (See note; not applicable as a separate requirement)
➤ Production and Distribution of Writing
L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
➤ Research to Build and Present Knowledge
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.
➤ Range of Writing
L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.