

Eighth Grade

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 Evaluate the impact of European exploration and settlement on American Indians in Georgia.

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

SS8H2 Analyze the colonial period of Georgia's history.

- a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
- b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
- d. Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
- e. Give examples of the kinds of goods and services produced and traded in colonial Georgia.

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SS8H3 Analyze the role of Georgia in the American Revolutionary Era.

- a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
- b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.
- c. Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.
- d. Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

- a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.
- 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. Describe the role of William McIntosh in the removal of the Creek from Georgia.
- e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and *Worcester v. Georgia*) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

SS8H5 Analyze the impact of the Civil War on Georgia.

- a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.
- b. Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

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SS8H6 Analyze the impact of Reconstruction on Georgia.

- a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
- b. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.
- c. Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.
- d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
- e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

- a. Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
- b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.
- c. Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
- d. Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.

- a. Describe Georgia's contributions to World War I.
- b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- c. Describe Eugene Talmadge's opposition to the New Deal Programs.
- d. Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.
- e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

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SS8H9 Describe the role of Georgia in WWII.

- a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
- b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.
- c. Explain the economic and military contributions of Richard Russell and Carl Vinson.

SS8H10 Evaluate key post-World War II developments in Georgia.

- a. Explain how technology transformed agriculture and created a population shift within the state.
- b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.
- c. Describe the relationship between the end of the white primary and the 1946 governor's race.

SS8H11 Evaluate the role of Georgia in the modern civil rights movement.

- a. Explain Georgia's response to *Brown v. Board of Education* including the 1956 flag and the Sibley Commission.
- b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
- c. Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

SS8H12 Explain the importance of developments in Georgia since the late 20th century

- a. Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young impacted the state.
- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- c. Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth.
- d. Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.

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Geographic Understandings

SS8G1 Describe Georgia’s geography and climate.

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- d. Analyze the importance of water in Georgia’s historical development and economic growth.

Government/Civic Understandings

SS8CG1 Describe the foundations of Georgia’s government.

- a. Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution.
- b. Explain separation of powers and checks and balances among Georgia’s three branches of government.
- c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.
- d. List voting qualifications for elections in Georgia.
- e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.

SS8CG2 Analyze the role of the legislative branch in Georgia.

- a. Explain the qualifications for members of the General Assembly and its role as the law-making body of Georgia.
- b. Describe the purpose of the committee system within the Georgia General Assembly.
- c. Explain the process for making a law in Georgia.
- d. Describe how state government is funded and how spending decisions are made.

SS8CG3 Analyze the role of the executive branch in Georgia state government.

- a. Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.
- b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

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SS8CG4 Analyze the role of the judicial branch in Georgia state government.

- a. Describe the ways that judges are selected in Georgia.
- b. Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.
- c. Explain the difference between criminal law and civil law.
- d. Explain the steps in the adult criminal justice system beginning with arrest.

SS8CG5 Explain how the Georgia court system treats juvenile offenders.

- a. Explain the difference between delinquent and unruly behavior and the consequences of each.
- b. Describe the rights of juveniles involved in the juvenile justice system.
- c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.

SS8CG6 Analyze the role of local governments in the state of Georgia.

- a. Explain the origins and purposes, of city, county, and special-purpose governments in Georgia.
- b. Describe how local government is funded and how spending decisions are made.

Economic Understandings

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.

- a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.
- b. Explain how the four transportation systems provide jobs for Georgians.

SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

- a. 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 economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

SS8E3 Explain the principles of effective personal money management.

- a. Explain that income is the starting point for personal financial management.
- b. Describe the reasons for and the benefits of a household budget.
- c. Describe the reasons for and the benefits of savings.
- d. Describe the uses of debt and associated risks.

Social Studies Georgia Standards of Excellence

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 a compass rose to identify 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 graphic scales to determine distances on a map					I	M	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	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. 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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Social Studies Georgia Standards of Excellence

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, charts, and tables		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

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READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) 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

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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.