

**Rising 8th gradersTo: All 2016-2017 rising 8<sup>th</sup> graders**

**From: 8<sup>th</sup> grade Social Studies Department**

**Re: 2016 “Summer Georgia Studies Assignment”**

This summer, you will be getting a head start on your Georgia Studies class.

1. Students will complete an “ All About Georgia” book. The book needs to be in a notebook. Students will be given directions and also directions will be placed on School’s Webpage.
2. Student will also explore the Georgia Studies book. Student will create a lesson plan on the following chapters: 1 and 8. Student will also create a 10 question quiz on the **test (Needs to be place in your Georgia Studies three ringed binder will be checked on the first week of school.)**

**Georgia Studies book**

Mystatehistory.com

Select: Georgia

Username: video

Password: video

3. **Option 1:** Student will need to watch two documentaries on Georgia Stories via PBS and complete a movie review. <http://www.gpb.org/georgiastories> (***You may select any of the titles.***)  
**Option 2:** Student will visit a famous place or landmark in Georgia and create a PowerPoint or poster with an essay about the landmark. Make sure you take a picture of yourself at the landmark because that is how you will receive credit for completing the project.

**Due Date & Submission Instructions: The due date for the summer assignment is**

Friday, August 19<sup>th</sup> (early submissions are welcome) You may submit your assignments early via email to the following teachers or during open house.

[Bruce T Windom@dekalbschoolsga.org](mailto:Bruce_T_Windom@dekalbschoolsga.org)

[Genea Smith@dekalbschoolsga.org](mailto:Genea_Smith@dekalbschoolsga.org)

[Goldie\\_M\\_Lewis@dekalbsga.org](mailto:Goldie_M_Lewis@dekalbsga.org)

**Point Value:** This summer assignment will count as the students’ first project grade of

the semester. NO LATE WORK WILL BE ACCEPTED FOR THIS ASSIGNMENT. The course will go much smoother for you starting off the semester with an A.

Cedar Grove Middle School 8<sup>th</sup> Grade Social Studies Summer Project Standard: This is a template: **USE YOUR OWN PAPER**

Unit #   1   SS8H1 Evaluate the impact of European exploration and settlement on American Indians. SS8G1 Describe Georgia’s geography and climate.( Place this Standard on your lesson.)

Vocabulary terms are below. Use the internet to define each. Do your best! Welcome to Cedar Grove Middle School Georgia Studies

All Unit Objectives: ( What Students are expected to learn from this chapter.)

- A. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

Define and give an example of each term/concept listed on the lesson plan. (Use all terms) Term Meaning Example 1. Physical Aspects of Types of Landforms, waterways etc. Snorkeling in the Caribbean Sea Geography (Waterway) Be Specific & apply to your experience 2. 3. 4. 5. 6. 7. 8. 9. 10. ETC

Term	Meaning	Example
Ex.		

All words need to be on your paper.

Create and Answer Essential Question: (Write out the question)

\_\_\_\_\_

\_\_\_\_\_

Concepts (not understood/need to be discussed): \_\_\_\_\_

Vocabulary: region, erosion, fault, elevation, Fall Line, aquifer, marsh, climate, weather, precipitation, d, tornado, hurricane, wetland, estuary, barrier island, swamp, artifacts, archaeology, culture, nomad, horticulture, palisade, slave, middleman, immunity, expedition, colony, mission, plantation, backcountry

People: Hernando de Soto

Places: Appalachian Mountains,Appalachian Plateau region,Ridge and Valley region,Blue Ridge Mountains region, Brasstown Bald, Piedmontregion, Stone Mountain, CoastalPlain region, OkefenokeeSwamp, Golden Isles

## 2016-2017 Georgia Studies Supply List

Three ringed binder\*

Flash drive (optional)\*\*

(2)Composition notebook

Color pencils

Index cards

4 pks of notebook paper

Pencils

Pens

2 pks Copy paper\*\*\*

Head buds\*\*\*\*

\*( Need on the first day of class with Summer Assignment #1 and 2 in it.)

\*\* ( Students will work on projects which will require them to save their work. It is highly recommended that your student have a flash drive to work.)

\*\*\* ( Student will complete in class projects that will require that they have copy paper.)










\*\*\*\* ( Student will be using the computers to take test.)

## Georgia Book – Student Directions & Rubric











### A. Front Cover:

- Needs to be in color (very little pencil, if any)
- Title needs to be on cover—title needs to be relevant/represent GA. Examples; “Georgia on My Mind”, “GEORGIA: The Peach State”, be creative and come up with your own!
- Student name needs to be on cover
- Illustrated with pictures or symbols to represent GA

### B. Map: Geographic Regions

- Use a die cut of GA to outline the state on a piece of white paper.
- Identify the following locations:
  -  Label the page: MAPS: GEOGRAPHIC REGIONS
  -  Label the 5 geographic regions- color each region a different color
  -  Label the location of the Okefenokee Swamp- color it dark green
  -  Label the Atlantic Ocean-color it blue
  -  Label the barrier islands – color them tan or yellow
  -  Label the fall line- outline it in purple
  -  Label the Chattahoochee River – color it blue
  -  Label the Savannah River- color it blue
  -  Label the Flint River- color it blue

### C. Map: Interstates

- Use a die cut of GA to outline the state on a piece of white paper.
- Identify the following interstates, color each one a different color (if you have to double up on the colors, make sure that no two colors are touching).
- Helpful hint: Sometimes it helps to label cities along the interstates so you know where they are located. That will be acceptable and shows great signs of intelligence!!!
- Another helpful hint: Do these in order to make it easier.
-  Label the page: MAPS: INTERSTATES
-  Label I-75
-  Label I-285
-  Label I-16
-  Label I-20
-  Label I-675
-  Label I-85
-  Label I-95
-  Label I-575
-  CHALLENGE (optional): I-985, I-520, I-475, I-516, I-24

### D. Map: Places to Go

- Use a die cut of GA to outline the state on a piece of white paper.
- Label the page: MAP: PLACES TO GO
- Identify the following locations:

- Stone Mountain
- Six Flags
- Indian Springs
- Sherman's March Through GA
- Label all of the state capitals with a STAR( Savannah, Augusta, Milledgeville, Louisville, and Atlanta)
- Etowah Indian Mounds
- Roosevelt's Little White House
- Amicalola Falls
- Kolomoki Mounds
- Andersonville
- List 2 other locations (a place you would like to visit or recommend to a friend)

#### E. State Song

- Use a die cut of GA to outline the state on a piece of white paper.
- Label the page: GEORGIA STATE SONG
- Write the state song on this page. You can write it in any FONT that you would like.
- Decorate this page to illustrate the song.
- COLOR this page using age-appropriate skills (no scribbling)



#### F. Fast Facts

- On your own paper, write 20 facts about Georgia.
- Label this page: GEORGIA FAST FACTS
- They cannot be related to state symbols.
- Each fact must be in a complete sentence.
- Optional: You may illustrate the facts.

#### G. State Symbols

- Label this page: GEORGIA STATE SYMBOLS
- Identify each of the following state symbols. Label and draw a picture of each.
- Need help? [http://www.sos.ga.gov/archives/state\\_symbols/state\\_symbols.html](http://www.sos.ga.gov/archives/state_symbols/state_symbols.html)

-  State tree
-  State bird

-  State Crop
-  State Fish
-  State Flower
-  State Fossil
-  State Fruit
-  State Mineral
-  State Motto
-  State Reptile
-  State Seal

#### H. Georgia History Timeline

- Teachers will give you a timeline sheet.
- Use your GA history textbooks to help you with this one!
- Create a timeline beginning in 1733 (hint: that is the year Oglethorpe and his crew landed in GA)
- 1733-1800 (need 3 events)
- 1800-1850 (need 3 events)
- 1850-1900 (need 3 events)
- 1900-1950 (need 3 events)
- 1950-2000 (need 3 events)
- 2000-2012 (need 3 events)
- Of course you can always add MORE if you would like.

#### I. State Flag

- On a plain white sheet of paper, draw a full size GA state flag.
- Use the entire sheet.
- Use the correct colors

#### J. Project turned in on time.

- Staple all pages firmly into booklet or place in a paper folder.
- My due date is: \_\_\_\_\_ August 14<sup>th</sup>, 2016 \_\_\_\_\_

# Field Trips

Create a Power Point or poster of one of the locations below. You must display photographs, logos, and pamphlets, copy photos of the famous people related to the location, time-lines, products, etc. and placed them in the Power Point or on the poster. Poster Boards must be colorful. **Current**

## **Pictures of you at the location are required.**

In the Power Point or on the poster, the paper or slide must include the following: **1<sup>st</sup> paragraph or slide (History of the location), 2<sup>nd</sup> paragraph or a slide (Significance of the location and interesting facts) and 3<sup>rd</sup> paragraph or a slide (your experience while attending the tour)**

- Stone Mountain Park
- Piedmont Park, Little Five Points
- World of Coke
- High Museum of Art
- Georgia Shakespeare
- Fernbank Museum of Natural History
- Atlanta History Center
- Margaret Mitchell House and Museum
- Gone with the Wind Museum
- Jimmy Carter Presidential Library and Museum
- Martin Luther King Jr. Historical District
- CNN Center
- Underground Atlanta
- Atlanta Jewish Heritage Museum
- Roswell Walking Tour
- Barrington Hall
- Bulloch Hall
- Archibald Smith Plantation Home
- Autrey Mill Nature Preserve and Heritage Center
- Kennesaw National Battlefield
- Etowah Indian Mounds
- Ocmulgee National Monument
- Sidney Lanier Cottage
- Amicalola Falls
- St. Simons Island Lighthouse
- FDR's Little White House
- Okefenokee Swamp
- Helen, Georgia
- Chief Vann House
- Kennesaw Mountain
- Any other national park or historical site in Georgia
- Georgia Sports, Hall of Fame
- Tubman African American Museum
- University of Georgia
- Georgia Tech
- Brasstown Bald
-

# Georgia Stories Review Assignment Sheet

**Description:** A film analysis is not a review or summary of the plot, it goes deeper into analysis and reaction.

**IT MUST BE TYPED** and double spaced using a 12 point, easily readable font.

## Introductory Paragraph – 10 points

Provide basic information about the movie, and a sense of what your review will be about.

Include:

- \_\_\_\_\_ Brief (1-2 sentences) introduction to the movie.
- \_\_\_\_\_ Title (underlined) + Director
- \_\_\_\_\_ Publication Information: year released, length of movie
- \_\_\_\_\_ Genre-i.e. comedy, animated, drama
- \_\_\_\_\_ Movie's thesis / theme / purpose?
- \_\_\_\_\_ Subtotal

## Body

There are two main sections for this part. The first is an explanation of what the movie is about. The second is your opinions about the movie and how successful it is with examples used to support your opinion.

### \_\_\_\_\_ Explanation – 30 points

Give a brief summary of the significant people or places, describe the why the person, place, or event is important to Georgia.

### \_\_\_\_\_ Analysis and Evaluation – 30 points

In this section you analyze or critique the movie. Write about your own opinions; just be sure that you explain and support them with examples. Some questions you might want to consider:

- Was there information about the topic that you already know?
  - What are the strengths and weaknesses of the Georgia Story?
  - What is your overall response to the movie? Did you find it interesting, moving, dull? Why?
  - Would you recommend it to others? Why or why not?

### \_\_\_\_\_ Conclusion – 20 points

Briefly conclude the review by pulling your thoughts together. You may want to say what impression the movie left you with, or emphasize what you want your reader to know about it. *Be sure to include a grade, A-F, in your review with a recap of why it earned that grade.*

### \_\_\_\_\_ Additional Details – 10 points

- Spelling and grammar count.
- Write in a logical and coherent manner; it should be easy to read.



- Proofread it before turning it in.
  - No plagiarism!
- TOTAL

	Exceptional-5	Skilled-4	Proficient-3	Developing-2	Inadequate-1
<p><b>Use of Conventions/Mechanics</b> The text demonstrates standard English conventions of usage and mechanics along with the language of critique.</p>	The text intentionally uses standard English conventions of usage and mechanics along with the language of critique.	The text uses standard English conventions of usage and mechanics along with the language of critique.	The text demonstrates standard English conventions of usage and mechanics along with the language of critique.	The text demonstrates some accuracy in standard English conventions and usage of mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.
<p><b>Substance, Style and Content:</b> The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate, formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.

## Field Trip Poster and PowerPoint Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	All requirements present well written text and carefully chosen visuals work together to illustrate and inform about poster subject	All requirements present, descriptive text and appropriate visuals work together to inform viewers	Most requirements present, text contains some inaccuracies or lacks organization or impact, inappropriate or missing visuals	Requirements missing poorly written inaccurate or insufficient text and or visuals or “cut & pasted” text.
<b>Design</b>	Followed layout sample, logical and easy to read text and visuals, neatly designed layout compliments content	Followed layout sample, logical text and visuals that are neat and easy to understand	Followed layout sample, somewhat disorganized	Did not follow layout sample disorganized hastily and carelessly planned
<b>Creativity</b>	Pleasing use of color, shapes, symbols and other graphic elements captures viewers’ attention and interest	Good use of color and eye-catching graphic elements	Graphics have clustered appearances or are sparse (too much empty space)	Little constructive use of color or graphic elements
<b>Visual Appeal</b>	Incorporates unique and pertinent ideas design elements, visuals or text that make the poster stand out	Contains some unique or imaginative elements	Contains some good, although not entirely original elements	No evidence or creativity

## Lesson Plan Rubric

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

CATEGORY	4	3	2	1	0
<b>Standard</b>	Student has complete unit and standard on the lesson plan. Standards are numbered and completely write on the top of the page.	Student has unit and standard on the lesson plan, yet did not write the full standard out.	Student is missing unit number or missing 1 standard, yet standard is not full write out.	Student is missing the unit, and one of more standards. Student did not full write the standards out.	Student did not include the standards or the unit.
<b>Unit Objective</b>	Student has written all four unit objective in complete sentences. Student begin the each sentence with "Student will..."	Student has written three unit objective in complete sentences. Student begin each sentence with "Student will..."	Student has written two unit objective in complete sentences. Student begin each sentence with "Student will..."	Student has one objective. Student has incomplete sentences. Student did not begin objective with "Student will..."	Student did not include the unit objective.
<b>Vocabulary</b>	Student create a table that includes all terms, meanings, and examples. Student used sentences along with pictures to provide a detailed example of the term. Student create a	Student create a table that includes all terms, meaning, and examples. Student only used a detailed sentences to describe each term. Student create a definition for the term in the	Student create a table that had 3 or less terms, meaning, and examples missing. Student used a sentence to describe each term. Student used a definition from another and cite the where	Student had 4 or more terms, meaning, and examples missing. Student used incomplete sentence to describe the each term. Student used a definition from another and cite the where	Student had 5 or more terms, meaning, and example missing. Student used several incomplete sentences the terms. Student used a

	definition for the term in the student's own words.	student's own words.	he/she got the definition from.	he/she got the definition from.	definition from another source and did not cite where definition came from.
<b>Essential Question</b>	Student has an essential question. Student provides a well detailed answer to essential question and proves that his/her answer is correct with textual evidence. Student also cite the sources.	Student has an essential question. Student provided a detailed answer to the essential question	Student has an essential question. Student provided an answer to the essential question that is not detailed and is only a sentence long.	Student has an essential question with an answer that is not detailed and is an incomplete sentence.	Student does not provide an essential question or an answer.
<b>Concept</b>	Student has a detailed paragraph on what the student does not understand. Student identifies the concepts that he or she did not understand and why he or she did not understand the concept along with the page that the concept was introduce. Student explains why and specific concept ( including chapter	Student has a paragraph on what the student does not understand and also need to be discuss in class.	Student provides a paragraph in the concept section but did not include the student's understanding of the concept or did not provide what needs to be discuss in class.	Student provide 4 or less sentences in the concept section but did not include the student's understanding of the concept or did not provide what needs to be discuss in class.	Student does not complete the concept section.

	and page the concept is introduced) need to be discussed.				

# Rubric for Georgia Studies Map Book

Name: \_\_\_\_\_

Period: \_\_\_\_\_

\_\_\_\_ FRONT COVER

\_\_\_\_ Map: Geographic Region

\_\_\_\_ Map: Interstates

\_\_\_\_ Map: Cities

----- \_\_\_\_\_ Map: Places to Go

\_\_\_\_ State Song

\_\_\_\_ Counties: Metro ATL

\_\_\_\_ Map: Crops & Industry

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\_\_\_\_ Fast Facts

\_\_\_\_ State Symbols

\_\_\_\_ Timeline

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\_\_\_\_ Project turned in on time

EACH SECTION IS WORTH 25 POINTS.

0—Did not Attempt

10 points-Poor attempt, little effort, below average work, missing a lot of information

15 points- Needs Improvement!! Below average work, missing some information,

20 points- GOOD! Average work, missing some information but effort was involved

25 points- EXCELLENT!!! Met all requirements!