Savannah

Social Studies
Grade Eight - Georgia Studies
Applicable Georgia Performance Standards
   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.
   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.

Enduring Understandings/Essential Questions

Location: The student will understand that location affects a society's economy, culture, and development.
   - What are important physical attributes of a new city?
   - What laws will help a city develop?
   - What made Savannah a good place to start a colony?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
   - How did James Oglethorpe's plan influence the City of Savannah?
   - What are some important surviving elements of this plan?

Procedures/Activities

Step 1: Duration: 15 minutes
Play through the Savannah scene of "Georgia Flashback."

Attachments for Step 1
Title: Georgia Flashback
Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 30 minutes
Distribute maps of the Savannah area. Discuss the attributes essential for a new city, such as places for farming, access to trade, safety from attack. Discuss whether the Savannah area had these attributes and how the first settlers might have used these attributes. Discuss what drawbacks the area had, and how the first settlers might have overcome these drawbacks.

Attachments for Step 2
Title: Map of Savannah area before settlement.
Description: This is a map of the Savannah area before it was settled *(please note: illustration is not yet complete)*

Step 3: Duration: 30 minutes
Have each student draw a plan for the city on top of his or her map. Each plan should include: residential neighborhoods, roads, business districts, and public spaces (parks, city hall, libraries, schools, hospitals). Residential neighborhoods should be placed near public spaces, especially schools and hospitals. Residential neighborhoods should be near business and industry, so that people can get to jobs. Roads should connect areas and should provide multiple alternate routes to avoid traffic jams and bottlenecks.

Step 4: Duration: 15 minutes
Display students' plans and have students vote to select the best plan to implement. The student who created the chosen plan will be selected as Governor.

Step 5: Duration: 30 minutes
The Governor will assign students to one of eight groups that make up the new town's government. Each group will meet to create a list of five budget items to spend money on and five new laws to pass.

Attachments for Step 5
Title: List of government groups
Description: A list of the eight groups that make up the town government, including goals and ideas for laws and budget items.

Step 6: Duration: 30 minutes
The class will meet as the town government. Each group will present its requested budget items and its requested laws, then the entire class will vote. The votes will determine how to allocate the annual budget of $1,000,000, and which 20 new laws will make up the town constitution.

Assessment
1. Class discussion using Essential Questions.
2. Individual city plan.
3. Participation in town government.

Total Duration
150 minutes

Participation in Town Government

	Standard Not Met	*Needs Improvement*	*Meets Standard*	*Exceeds Standard*
Participates in group discussion	Does not participate in group discussion.	Participates minimally in group discussion.	Participates actively in group discussion.	Leads group discussion.
Works with group to develop budget items	Does not work with group to develop budget items.	Agrees with other group members' ideas, does not contribute many original ideas.	Contributes many original ideas to group, helps group reach consensus on budget items.	Leads group in creating and understanding original budget ideas, leads group in reaching consensus on budget items.
Works with group to develop laws	Does not work with group to develop laws.	Agrees with other group members' ideas, does not contribute many original ideas.	Contributes many original ideas to group, helps group reach consensus on laws.	Leads group in creating and understanding original laws, leads group in reaching consensus on laws.
Presents ideas to town government	Does not participate in presentation.	Participates minimally in presentation.	Participates actively in presentation, argues persuasively for group's positions.	Leads presentation, argues convincingly for group's positions.

Individual City Plan

	Standard Not Met	*Needs Improvement*	*Meets Standard*	*Exceeds Standard*
Understands and includes necessary elements	Does not understand or include necessary elements.	Includes at least two of the four necessary elements.	Includes all four necessary elements.	Includes all four necessary elements, organizes elements thoughtfully, adds additional meaningful components to plan.
Plan is neat and presentable	Drawing is unclear. Items not labeled.	Some labels are missing.	All items are neatly labeled.	All items are neatly labeled and artistically arranged.

List of Government Groups

Governor and Council
In charge of the entire new colony. Sets out vision and direction for new town. Has final say over budget and legal decision process. Governor has a council of assistants.

Goals for budget and laws: wants to make sure town follows original direction. May be interested in creating and defining additional departments and their responsibilities.

Department of Transportation
Builds and maintains roads, streets, waterways, and other means of transportation.

Goals for budget and laws: wants to make sure there is enough money for transportation projects. May be interested in creating laws to define how new areas of town must plan infrastructure.

Trade Department
Works to develop and maintain trade with other towns, colonies, and nations.

Goals for budget and laws: wants to make sure money is spent and laws are passed to develop ports and markets.

Public Safety Department
Keeps citizens safe, both from outside attack, and from internal crime.

Goals for budget and laws: wants to make sure there is enough money to defend the borders and to fight crime. Wants to make basic laws for behavior.

Residents' Association
Works to ensure safe, clean places to live, with good access to jobs, education, and health.

Goals for budget and laws: wants to make sure there is funding for amenities, such as parks, and that there are laws protecting quality of life, such as zoning, noise, and pollution.

Business Alliance
Works to develop commercial and industrial districts. Needs to have healthy, educated workforce, safety, transportation to get goods to market, and good trade with other areas.

Goals for budget and laws: wants to make sure policies are in place to promote business development. Wants low taxes for commerce and industry, wants favorable zoning and trade laws.

Education Board
Builds and maintains schools, libraries, colleges, and museums to develop a well educated population.

Goals for budget and laws: wants to make sure there is adequate funding for school systems, and rules in place to make sure the importance of education is emphasized, for example, truancy laws.

Health Board
Builds and maintains hospitals and clinics to keep citizens healthy. Develops health and sanitation policies.

Goals for budget and laws: wants to make sure there is public funding for hospitals and for preventative care. Wants to create public health laws, such as quarantines in case of disease outbreak.