





# GEOGRAPHY: SETTING THE CONTEXT FOR GEORGIA STUDIES

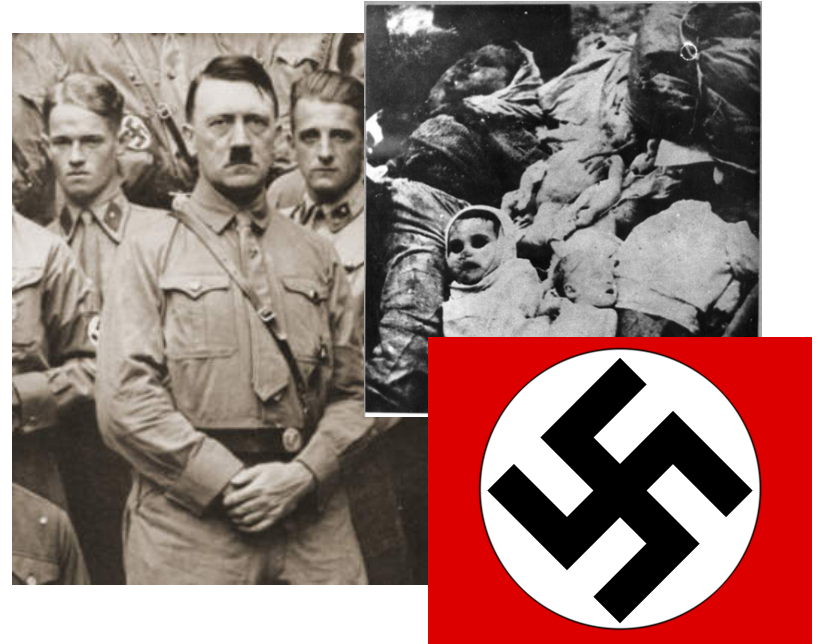
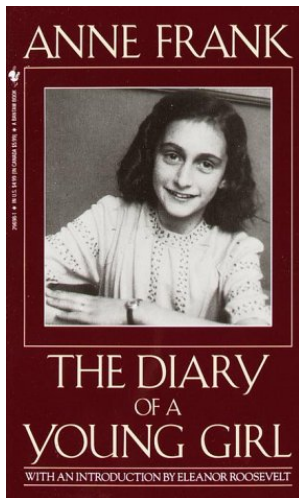
SS8G1 – The student will *describe* Georgia with regard to physical features and location.



No story makes sense unless you understand the background and setting – also known as the CONTEXT – for the story.

For example...

It would be difficult to understand the *Diary of Anne Frank* ...



... without understanding the history of the holocaust.

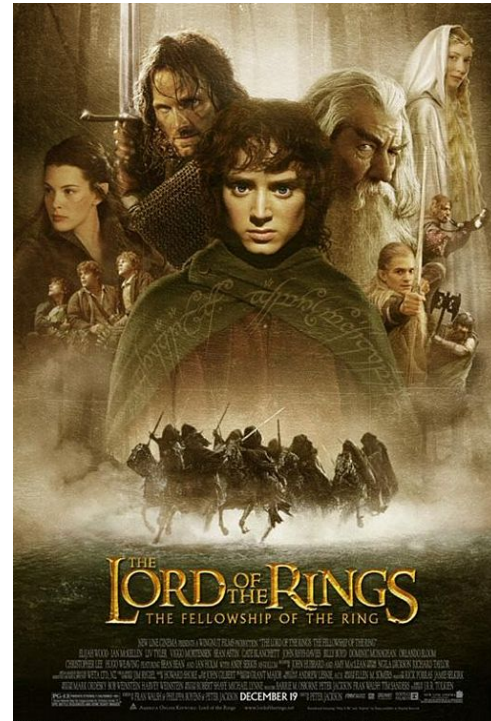
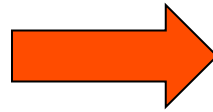
SS8G1 – The student will *describe* Georgia with regard to physical features and location.



No story makes sense unless you understand the background and setting – also known as the CONTEXT – for the story.

For example...

It would be difficult to understand *The Two Towers* ...



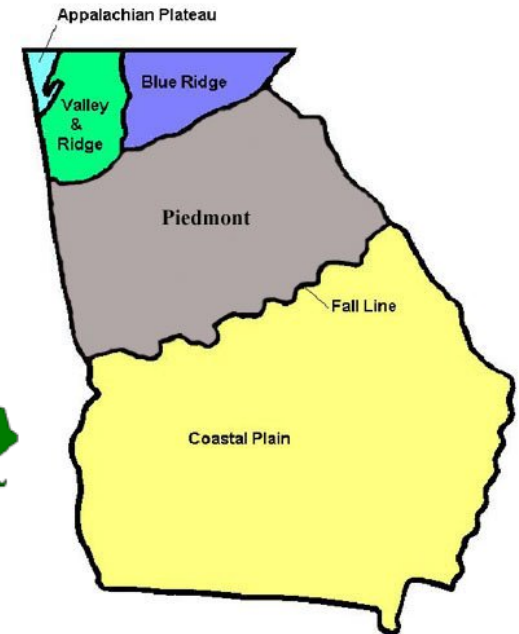
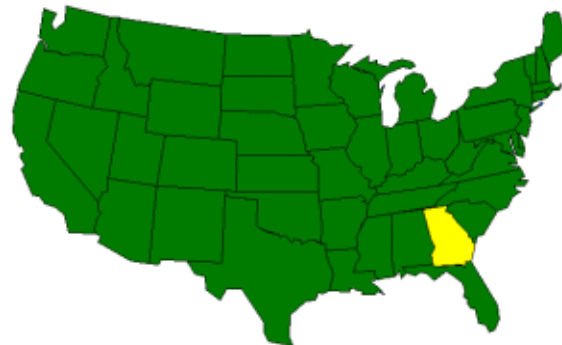
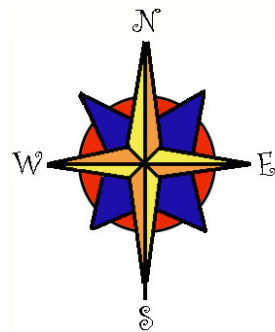
... without first understanding the *The Fellowship of the Ring*.

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



No story makes sense unless you understand the background and setting – also known as the CONTEXT – for the story.

For Georgia Studies, an important part of our context is our state's geography.



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



So let's put Georgia in its geographical context...  
(SS8G1)



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

Imagine you were out in space, a million light years away. Our galaxy, the “Milky Way”, would look something like this:



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

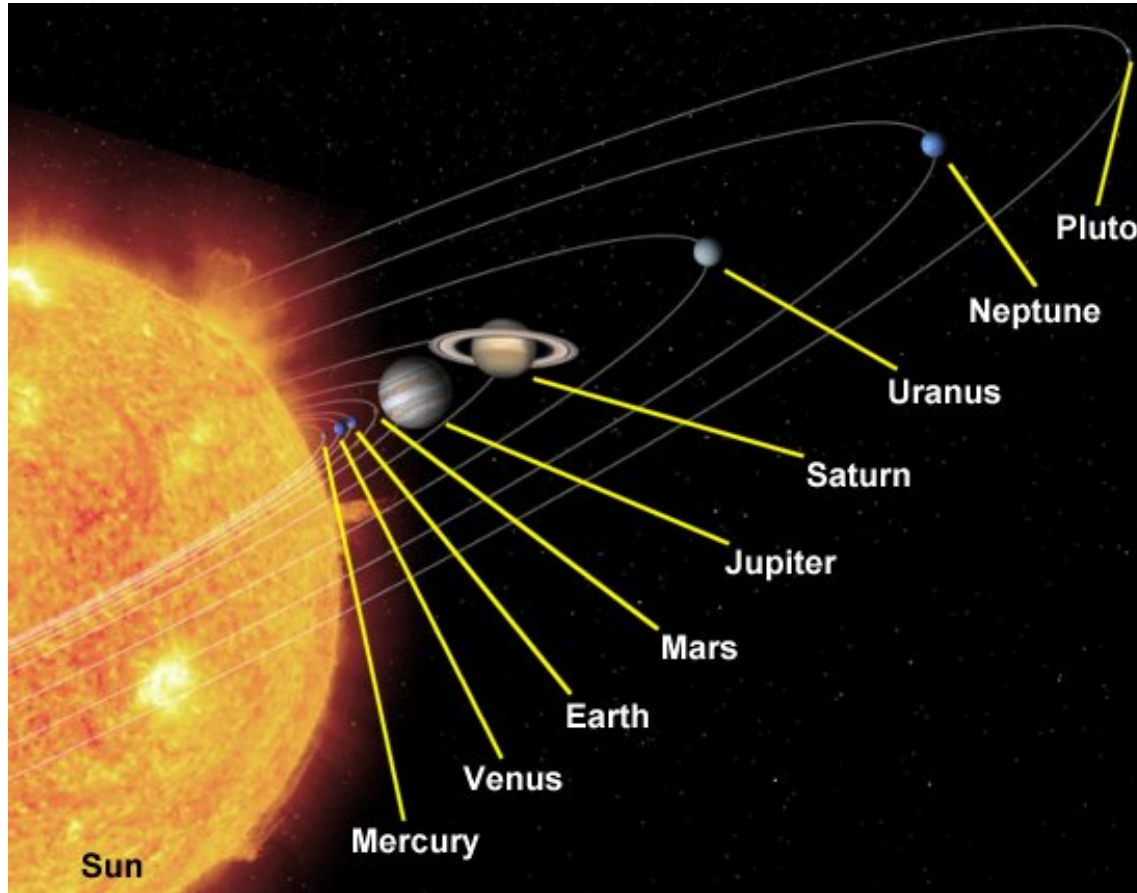
**Our star, the Sun, is located somewhere around here**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

**A set of planets, the Solar System, revolve around the Sun. Our planet, Earth, is the third planet from the Sun.**

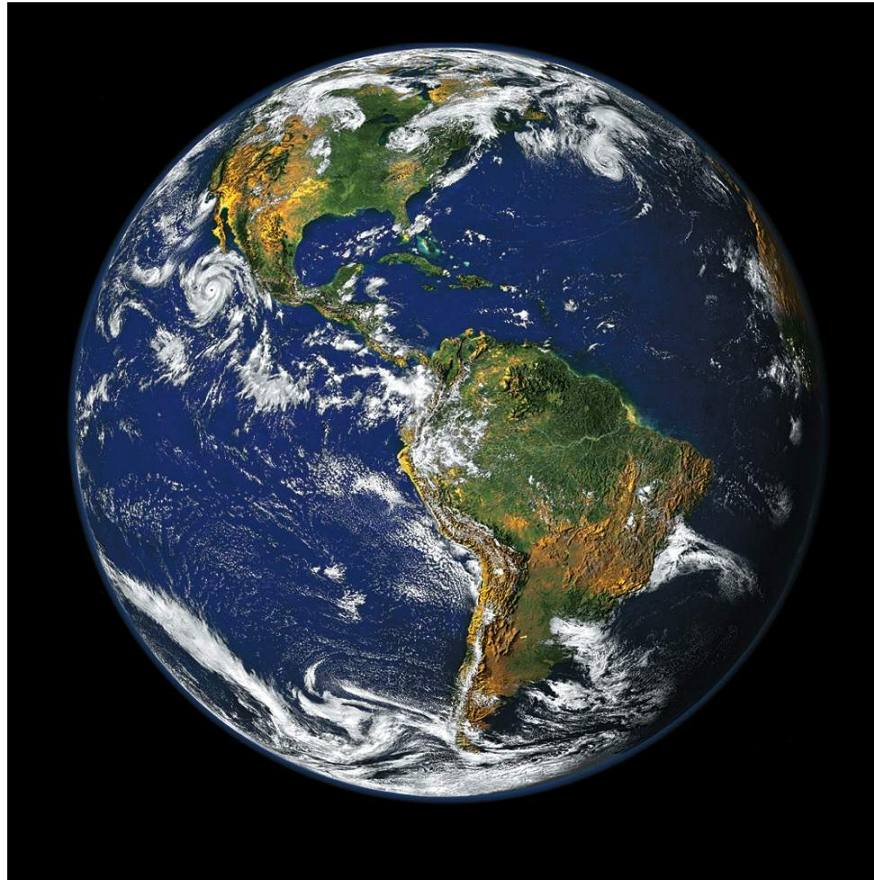


SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

**A set of planets, the Solar System, revolve around the Sun. Our planet, Earth, is the third planet from the Sun.**



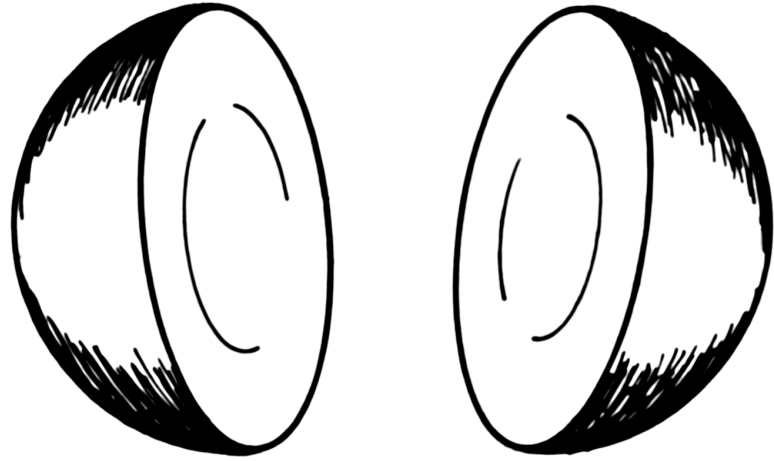
SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

Earth is a sphere. A sphere can be divided into two halves called "hemispheres."



**SPHERE**

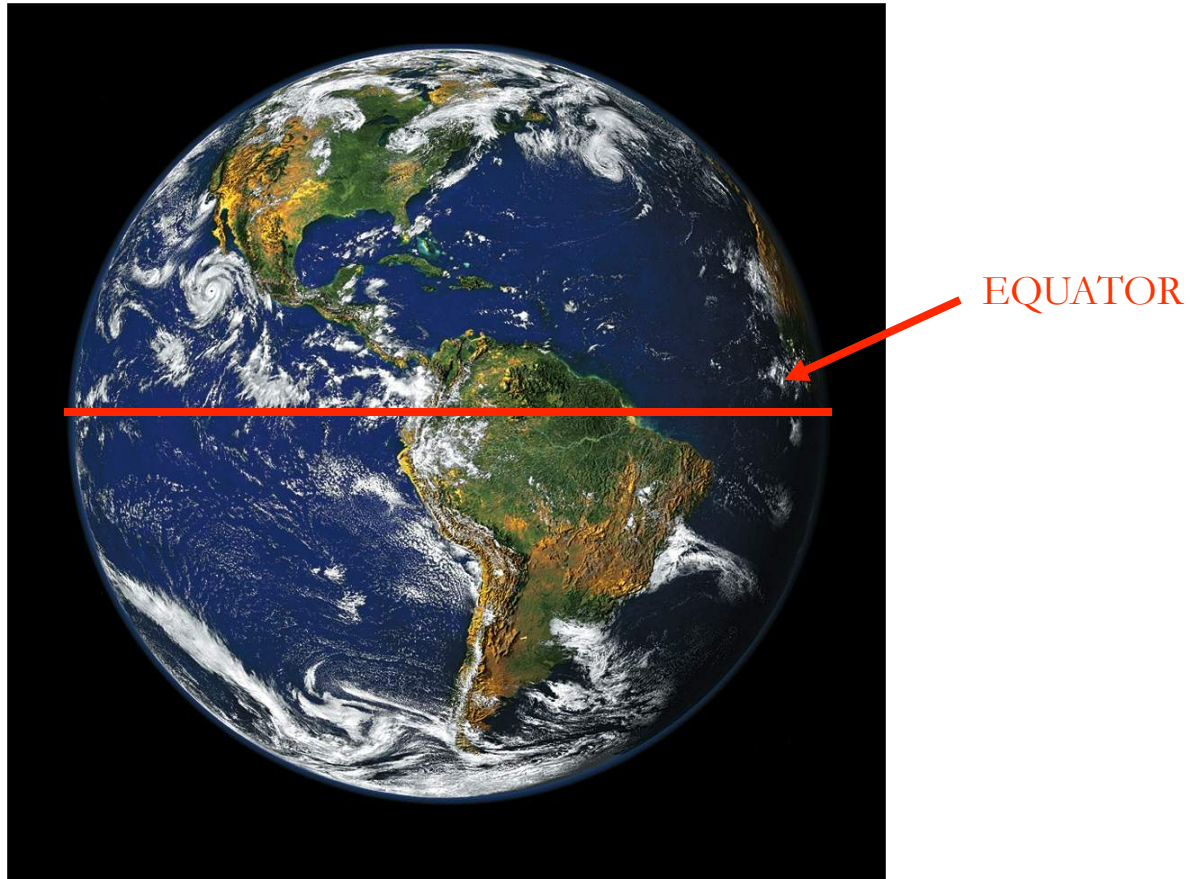


**HEMISPHERES**

SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

**Earth is divided in half, along the equator, into the Northern and Southern Hemispheres.**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

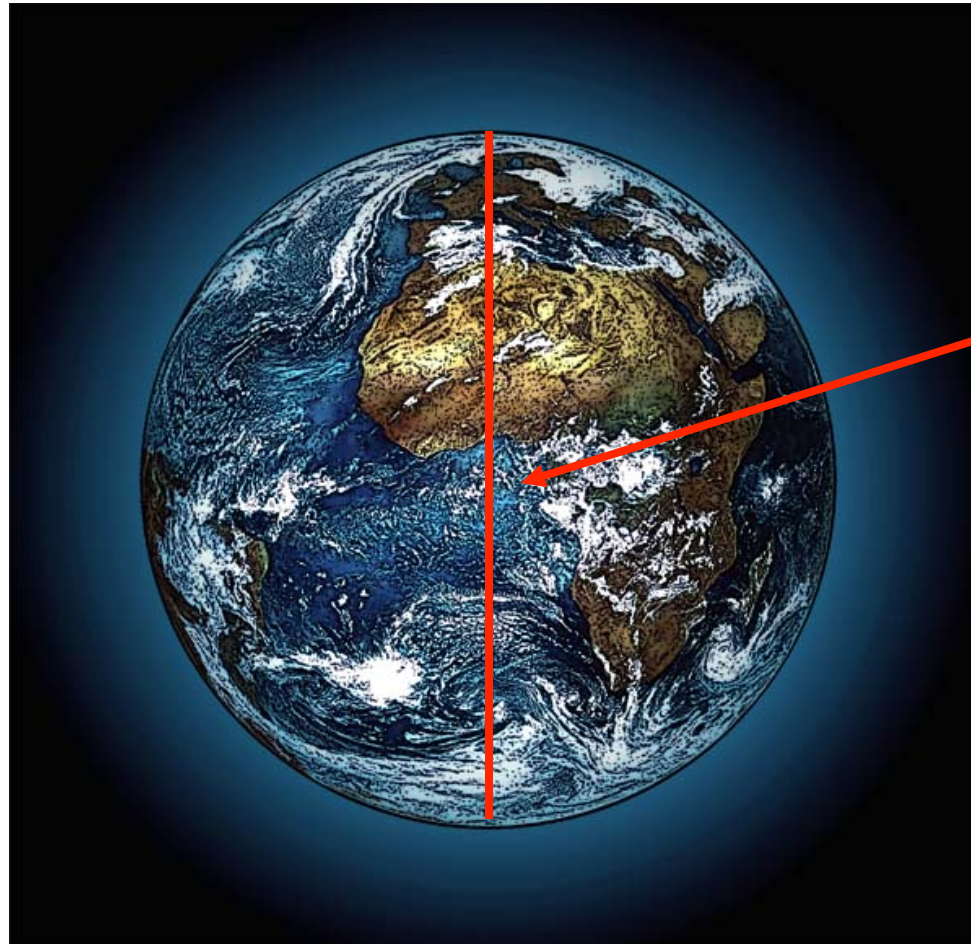
**Earth is divided in half, along the equator, into the Northern and Southern Hemispheres.**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

Earth is divided in half, along the Prime Meridian, into the Eastern and Western Hemispheres.



PRIME  
MERIDIAN

SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

**Earth is divided in half, along the Prime Meridian, into the Western and Eastern Hemispheres.**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

**On Earth, there are seven major land masses, called  
Continents:**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

## 1. Europe



SS8G1 – The student will *describe* Georgia with regard to physical features and location.







Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

## 2. Asia



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

### 3. Africa



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

## 4. Australia



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

## 5. Antarctica




SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

## 6. South America



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

## 7. North America



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

**Our continent, North America, is located in the Northern Hemisphere...**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

...as well as in the **Western Hemisphere.**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

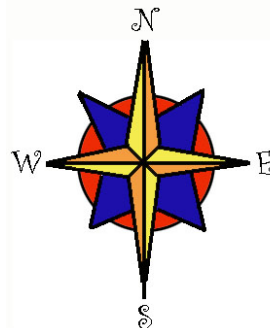
**North America contains 23 political subdivisions called nations. Our nation is the United States of America.**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

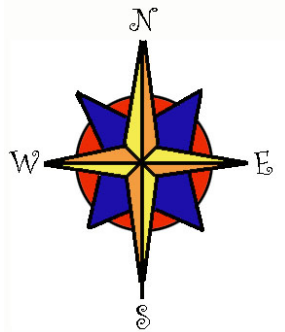
**Georgia is located in the southeastern region of the United States.**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

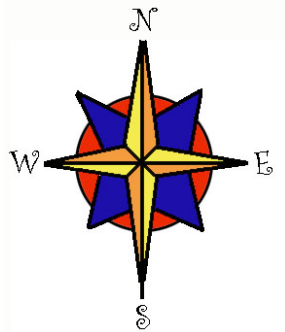
Georgia is surrounded by five states (Tennessee and North Carolina to the North, South Carolina to the East, Florida to the South, and Alabama to the West) as well as the Atlantic Ocean.



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

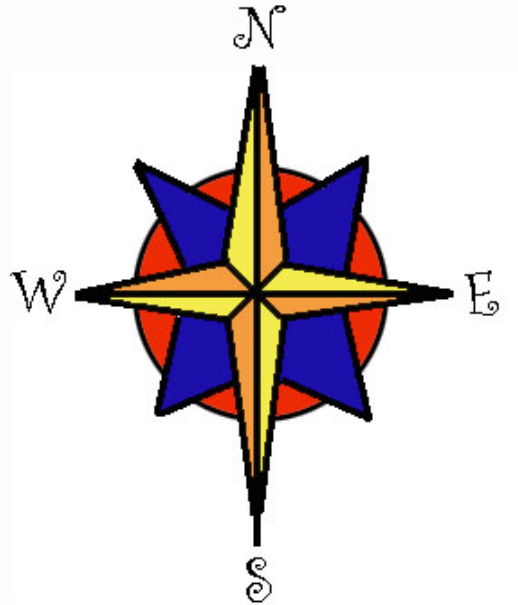
Relative location is Georgia's location in relationship to the surrounding states.



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

To understand relative location, you simply need to know the four cardinal directions.

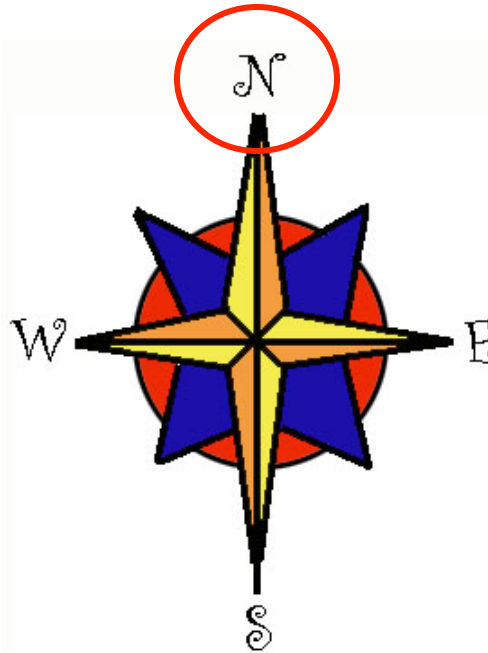


SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

To understand relative location, you simply need to know the four cardinal directions:

**NORTH**

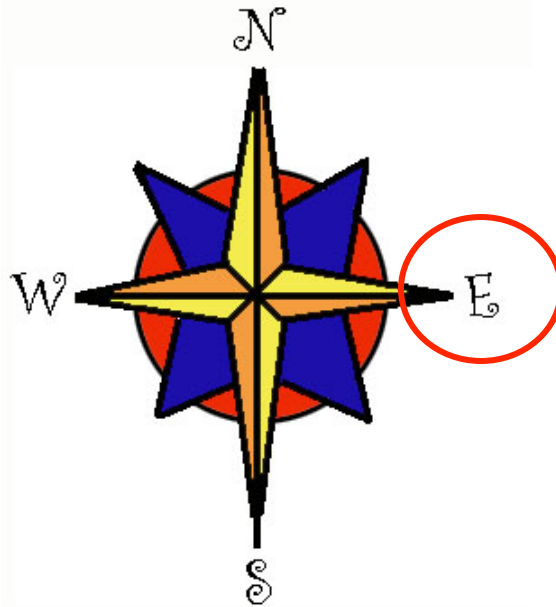


SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

To understand relative location, you simply need to know the four cardinal directions:

**EAST**

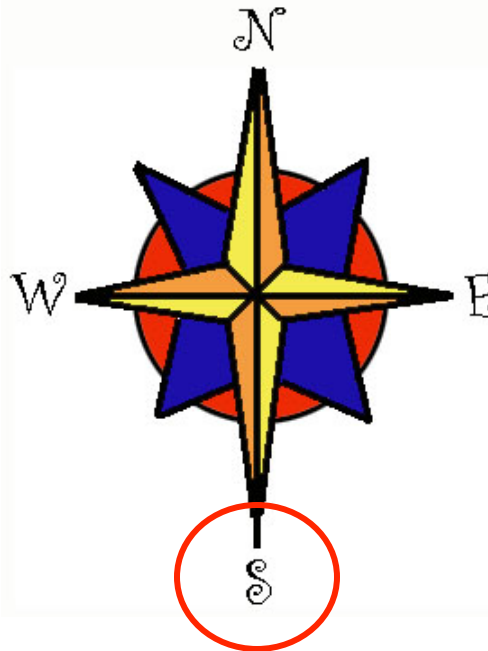


SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

To understand relative location, you simply need to know the four cardinal directions:

**SOUTH**



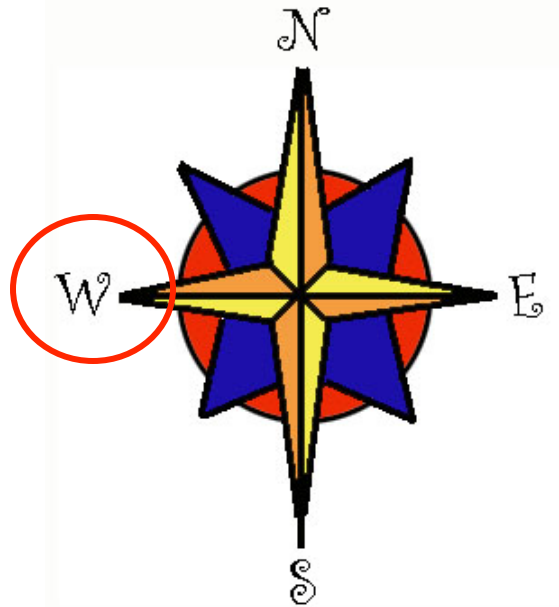
SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

To understand relative location, you simply need to know the four cardinal directions:

**WEST**

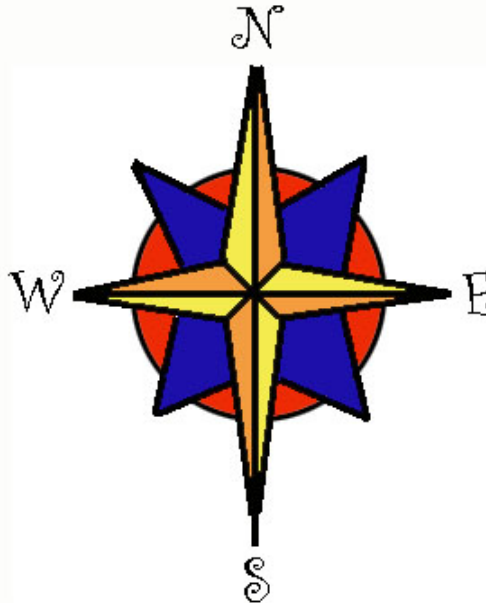


SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

Using an pneumonic device can help you remember the four cardinal directions in order:

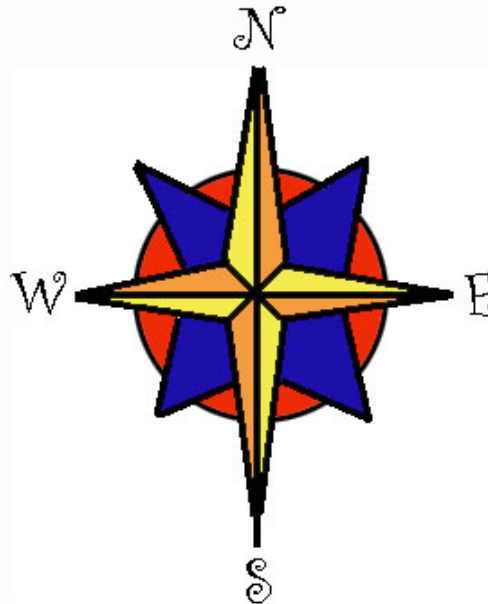
**N**ever **E**at **S**hredded **W**heat



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

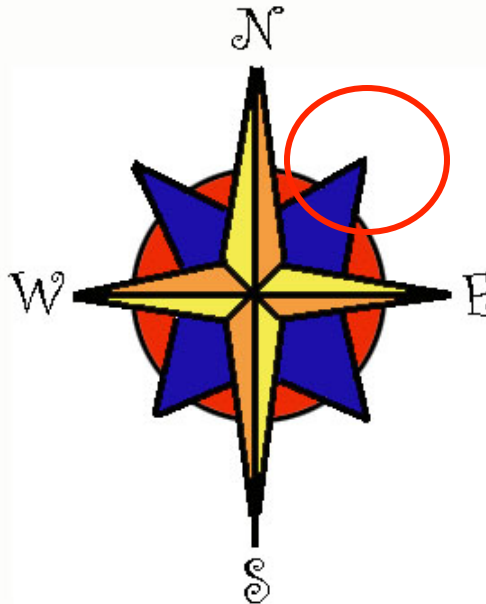
Between each cardinal direction is an intermediate direction:



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

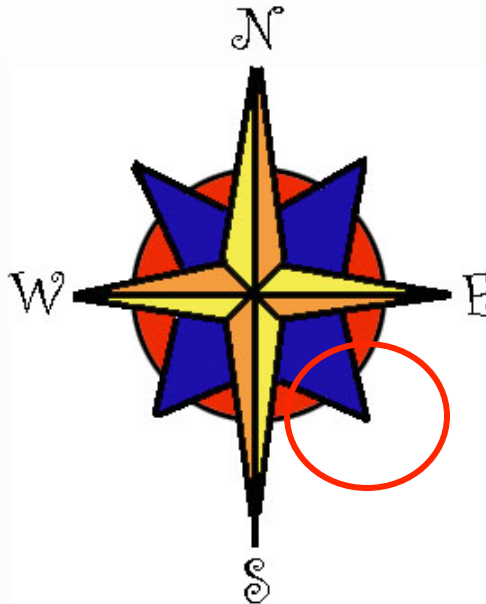
Between each cardinal direction is an intermediate direction:  
**Northeast**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

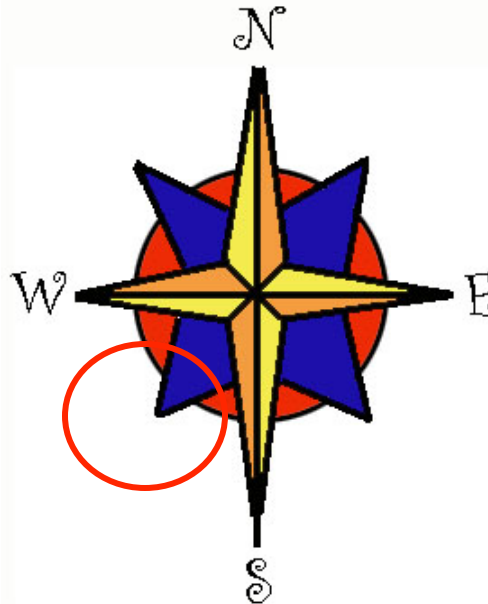
Between each cardinal direction is an intermediate direction:  
**Southeast**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

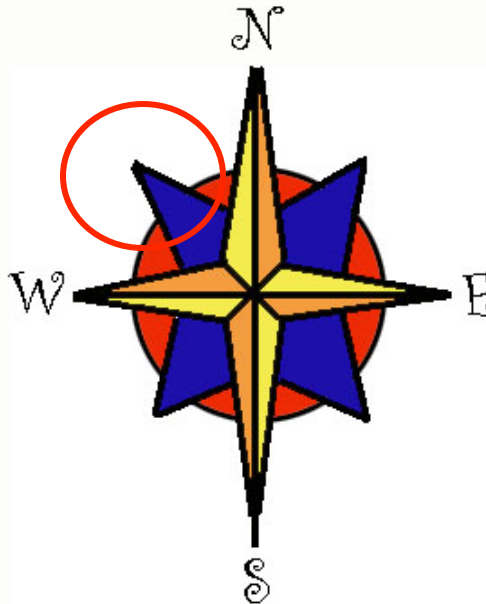
Between each cardinal direction is an intermediate direction:  
**Southwest**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) - **Locate** Georgia in relation to region, nation, continent, and hemispheres.

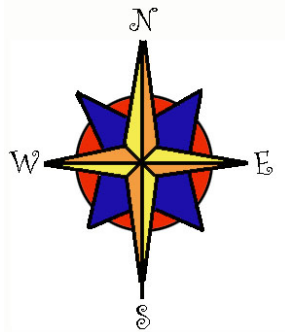
Between each cardinal direction is an intermediate direction:  
**Northwest**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

Now that we know the cardinal directions, we can describe Georgia's relative location:

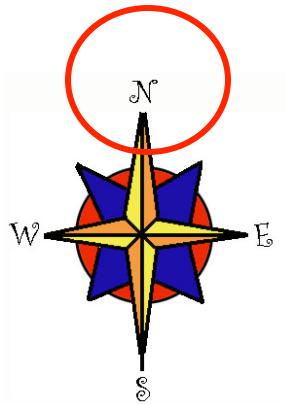


SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

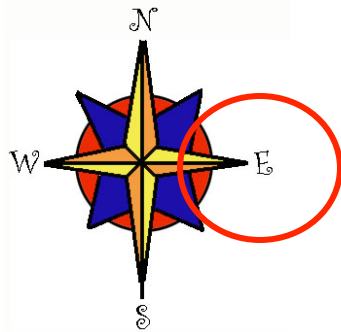
Now that we know the cardinal directions, we can describe Georgia's relative location:  
**Georgia is North of Florida**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

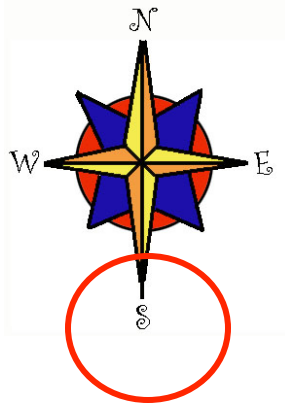
Now that we know the cardinal directions, we can describe Georgia's relative location:  
**Georgia is East of Alabama**



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

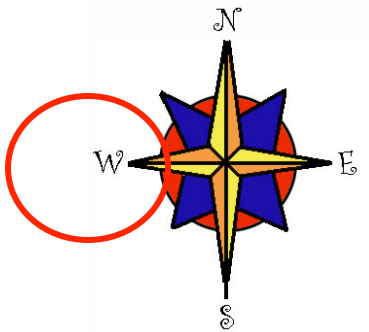
Now that we know the cardinal directions, we can describe Georgia's relative location:  
Georgia is South of Tennessee & North Carolina



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.

Now that we know the cardinal directions, we can describe Georgia's relative location:  
Georgia is West of South Carolina & the Atlantic Ocean



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.



**What do you remember about...  
Georgia's location???**

1. Is Georgia in the Northern or Southern Hemisphere? \_\_\_\_\_

2. Is Georgia in the Eastern or Western Hemisphere? \_\_\_\_\_

3. On which continent is Georgia located? \_\_\_\_\_

4. Georgia is part of what nation? \_\_\_\_\_

5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? \_\_\_\_\_

6. Which five states border Georgia? \_\_\_\_\_

\_\_\_\_\_

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.



What do you remember about...  
Georgia's location???

1. Is Georgia in the Northern or Southern Hemisphere? Northern
2. Is Georgia in the Eastern or Western Hemisphere? \_\_\_\_\_
3. On which continent is Georgia located? \_\_\_\_\_
4. Georgia is part of what nation? \_\_\_\_\_
5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? \_\_\_\_\_
6. Which five states border Georgia? \_\_\_\_\_  
\_\_\_\_\_

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.



**What do you remember about...  
Georgia's location???**

1. Is Georgia in the Northern or Southern Hemisphere? Northern
2. Is Georgia in the Eastern or Western Hemisphere? Western
3. On which continent is Georgia located? \_\_\_\_\_
4. Georgia is part of what nation? \_\_\_\_\_
5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? \_\_\_\_\_
6. Which five states border Georgia? \_\_\_\_\_  
\_\_\_\_\_

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.



**What do you remember about...  
Georgia's location???**

1. Is Georgia in the Northern or Southern Hemisphere? Northern
2. Is Georgia in the Eastern or Western Hemisphere? Western
3. On which continent is Georgia located? North America
4. Georgia is part of what nation? \_\_\_\_\_
5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? \_\_\_\_\_
6. Which five states border Georgia? \_\_\_\_\_  
\_\_\_\_\_

SS8G1 – The student will *describe* Georgia with regard to physical features and location.





Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.



What do you remember about...  
Georgia's location???

1. Is Georgia in the Northern or Southern Hemisphere? Northern
2. Is Georgia in the Eastern or Western Hemisphere? Western
3. On which continent is Georgia located? North America
4. Georgia is part of what nation? The United States of America
5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? \_\_\_\_\_
6. Which five states border Georgia? \_\_\_\_\_  
\_\_\_\_\_

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – **Locate** Georgia in relation to region, nation, continent, and hemispheres.



**What do you remember about...  
Georgia's location???**

1. Is Georgia in the Northern or Southern Hemisphere? Northern
2. Is Georgia in the Eastern or Western Hemisphere? Western
3. On which continent is Georgia located? North America
4. Georgia is part of what nation? The United States of America
5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? Southeastern
6. Which five states border Georgia? \_\_\_\_\_  
\_\_\_\_\_

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson One (SS8G1a) – Locate Georgia in relation to region, nation, continent, and hemispheres.



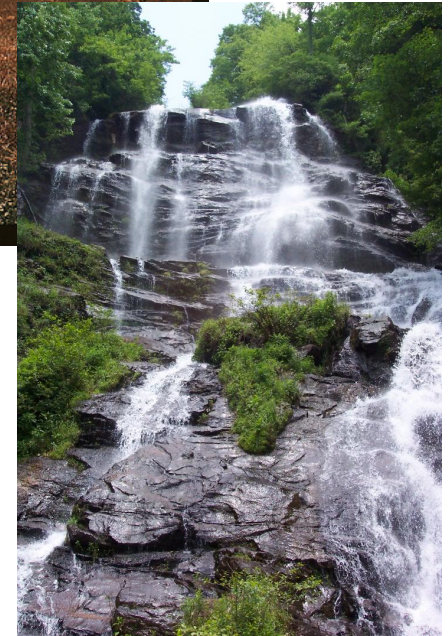
What do you remember about...  
Georgia's location???

1. Is Georgia in the Northern or Southern Hemisphere? Northern
2. Is Georgia in the Eastern or Western Hemisphere? Western
3. On which continent is Georgia located? North America
4. Georgia is part of what nation? The United States of America
5. In what region of the nation (northwestern, northeastern, southwestern, southeastern) would you find Georgia? Southeastern
6. Which five states border Georgia? North Carolina, Tennessee, Alabama, South Carolina, and Florida

SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

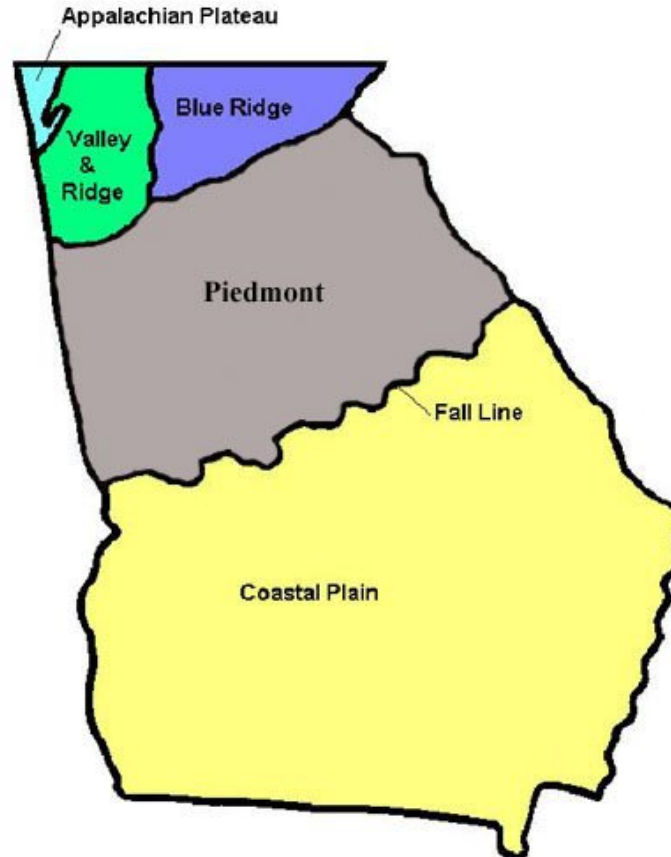
Georgia is a very diverse state with many types of land forms, from mountains, to swamps, to flat plains and farms.



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

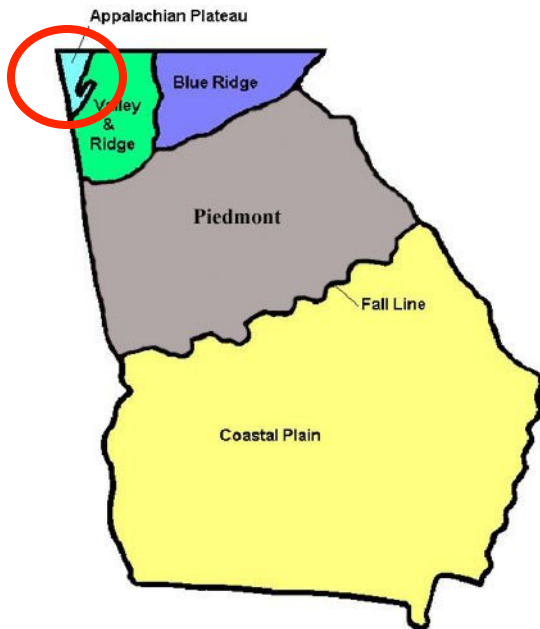
Each of these land forms make up *physical or geographic* (sometimes called *physiographic*) regions. In Georgia, there are five distinct physiographic regions:



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

## Region 1 – The Appalachian Plateau

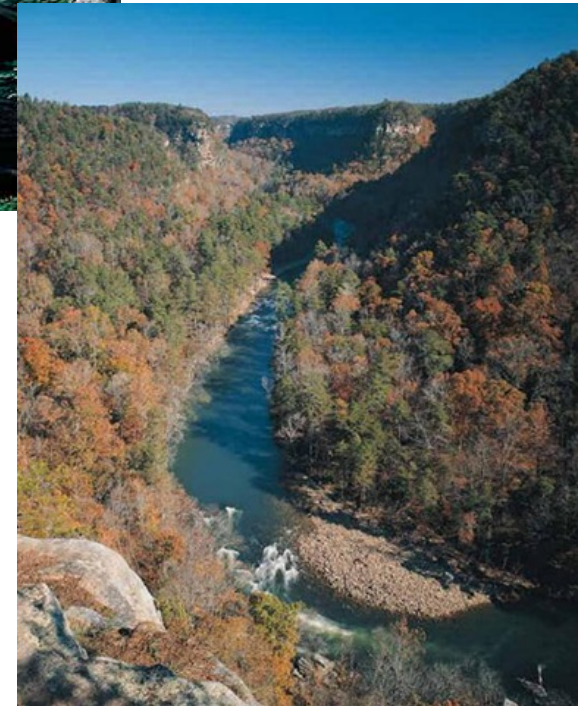
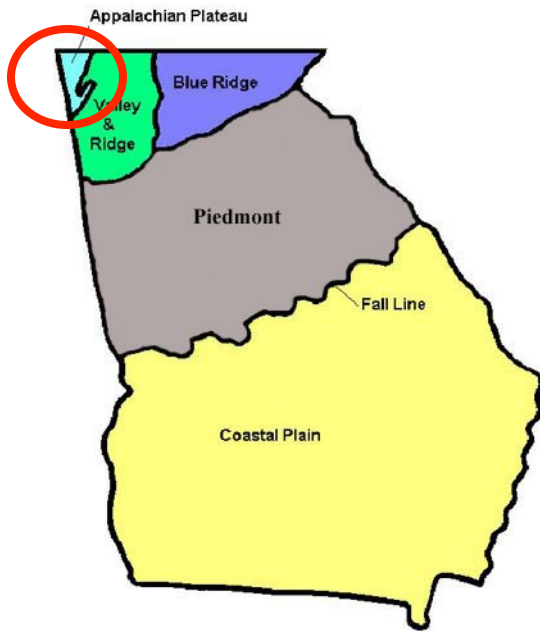


- The smallest of all of Georgia's five physiographic regions
- Includes only Dade and part of Walker County in extreme northwest Georgia
- Consists of narrow valleys and wooded, rocky ridges, including Lookout Mountain
- Though it is the smallest region, it is Georgia's *ONLY* source of a fossil fuel (coal deposits)

SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

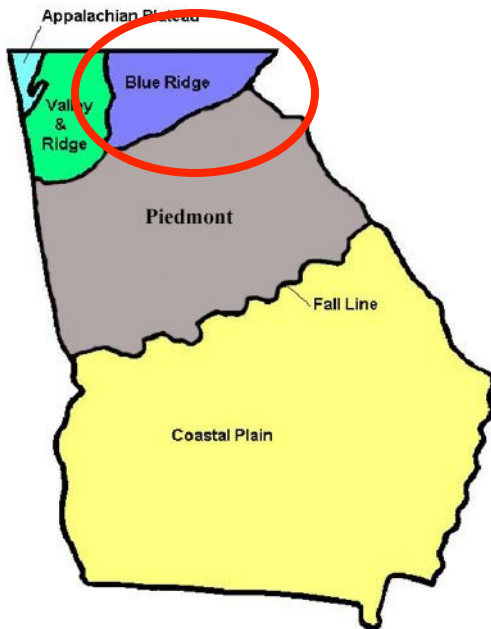
## Region 1 – The Appalachian Plateau



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

## Region 2 – The Blue Ridge Mountains



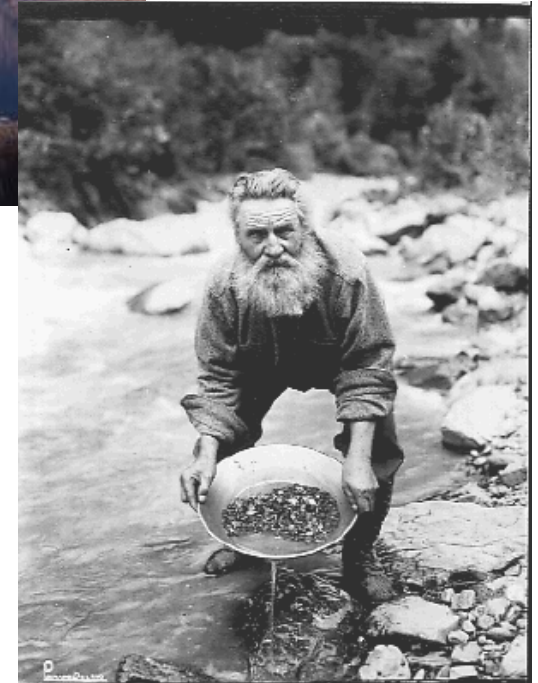
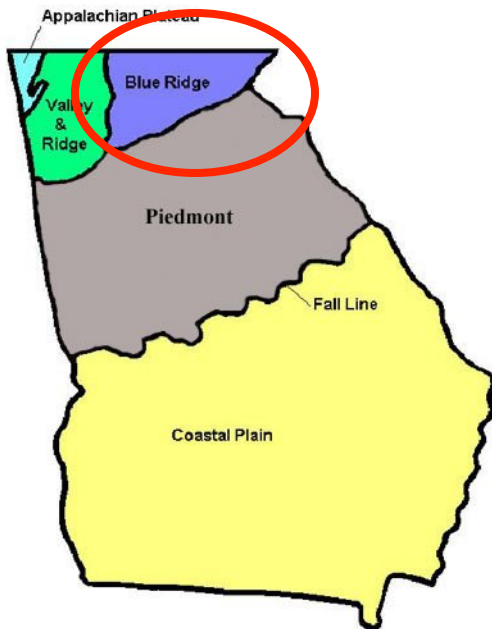
- Contains Georgia's tallest mountain/highest peak: Brasstown Bald (4784 feet above sea level)
- Contains Georgia's highest amount of annual rainfall
- The Blue Ridge Mountains are the southernmost point in the great Appalachian Mountain chain
- The Blue Ridge Mountains are the site of the first gold rush in American history (in 1828)

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

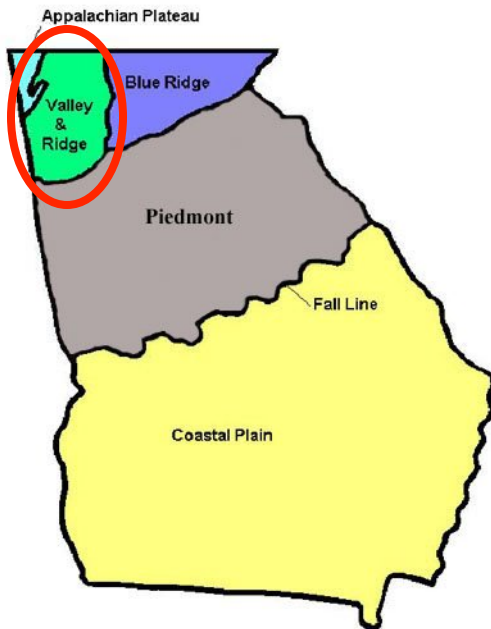
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## Region 3 – Valley and Ridge

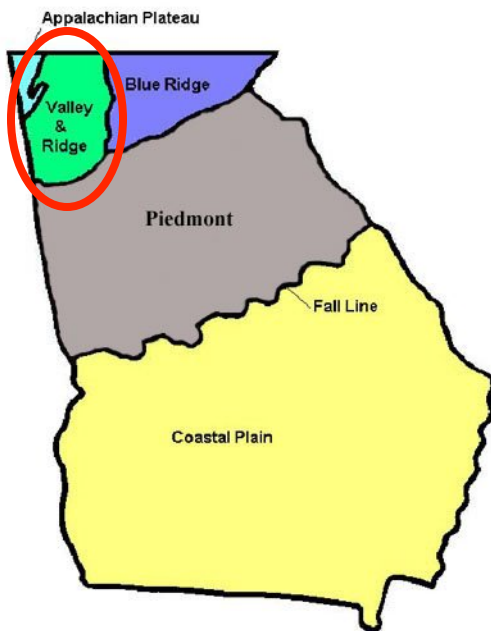


- Consists of several mountain ridges and the valleys created between them
- Mining, farming and textile/carpent manufacturing are the most important industries

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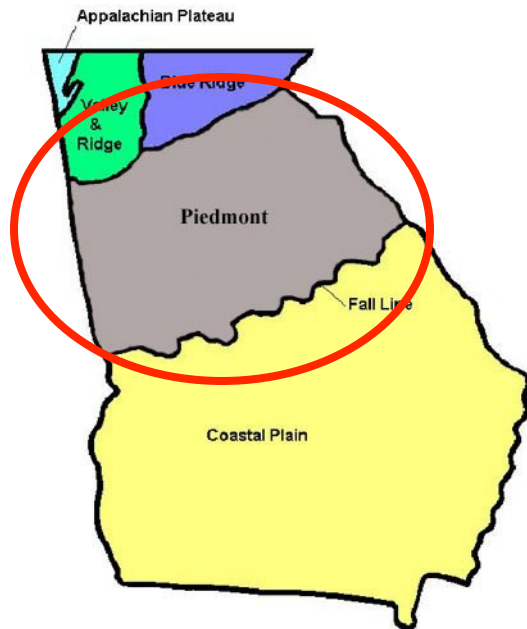
## Region 3 – Valley and Ridge



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## Region 4 – Piedmont

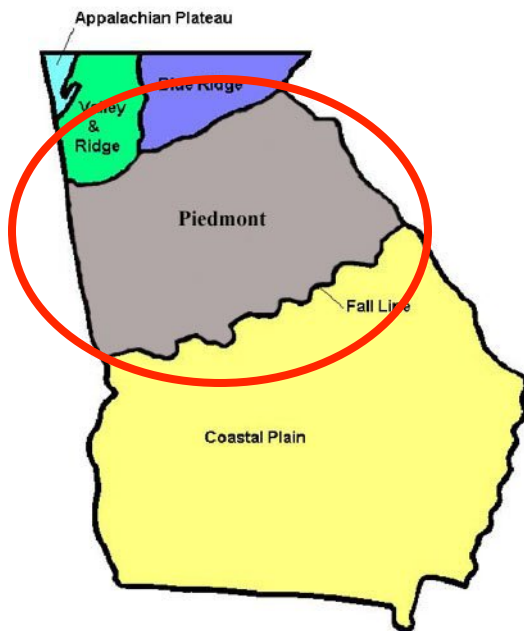


- The most populated region of the state, containing over half of the state's population
- Contains Georgia's capital and largest city, Atlanta
- Contains most of Georgia's famous peaches
- Most of the region's soil is made up of Georgia's red clay
- Because of its large population, the Piedmont is the most important industrial region of the state

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Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

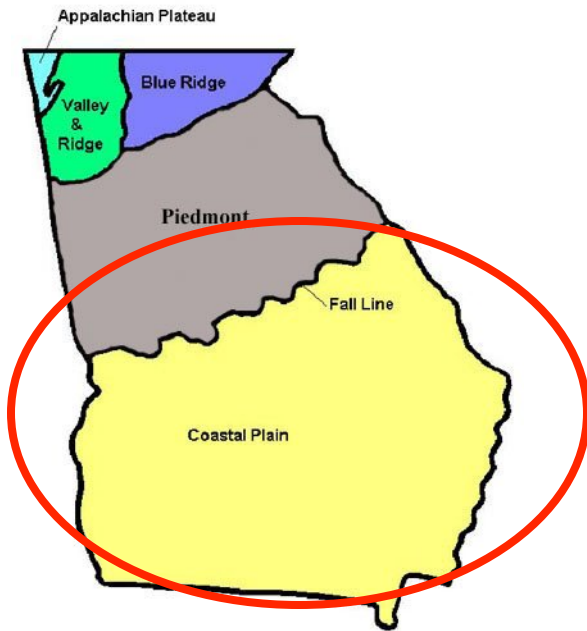
## Region 4 – Piedmont



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## Region 5 – Coastal Plain

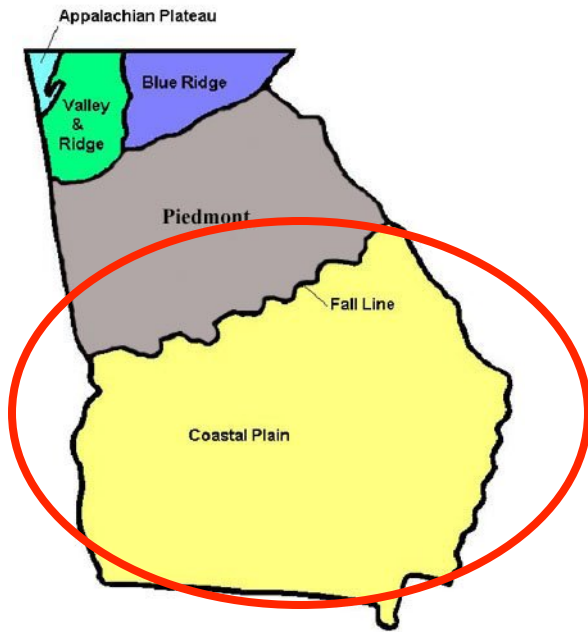


- The largest region of the state in terms of land area
- The location of most of Georgia's peanut, cotton and vegetable farms
- The location of the first European inhabitants of Georgia, who settled along the coast at Savannah

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Lesson Two (SS8G1b) – Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain.

## Region 5 – Coastal Plain



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## What do you remember about... Georgia's physiographic regions???

- |       |   |                        |
|-------|---|------------------------|
| _____ | 1. Contains GA's highest peak, Brasstown Bald         | A. Piedmont            |
| _____ | 2. Contains most of GA's peanut and cotton farms      | B. Valley & Ridge      |
| _____ | 3. The smallest physiographic region                  | C. Coastal Plain       |
| _____ | 4. Has GA's highest amount of annual rainfall         | D. Blue Ridge          |
| _____ | 5. The most populated of GA's regions.                | E. Appalachian Plateau |
| _____ | 6. Contains mountain ridges with valleys between      |                        |
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**There are several key physical features that have tremendously impacted Georgia's development, from swamps, to islands, to waterfalls.**



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**It would be difficult to farm in areas with lots of large rocky cliffs, mountains, and waterfalls.**



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It would be extremely difficult to set up a factory or business, such as a carpet mill, in areas with lots of swamps.

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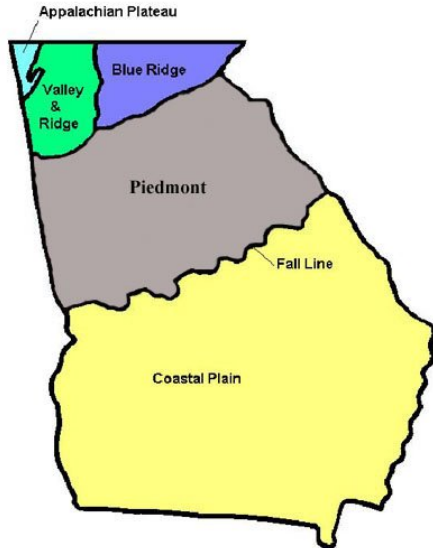
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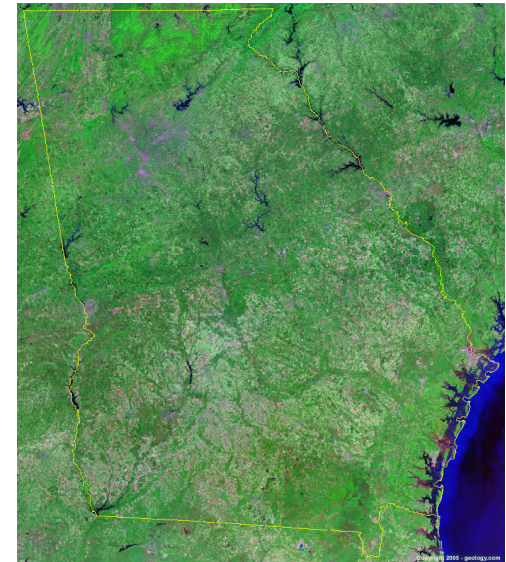
If you lived on the ocean, you might want to consider a career in the fishing industry, or you might want to work at one of Georgia's deep sea ports.

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Among the most important of Georgia's physical features are:



The Fall Line is a dramatic drop in elevation that runs through the middle of Georgia. It divides the Piedmont and Coastal Plain regions.

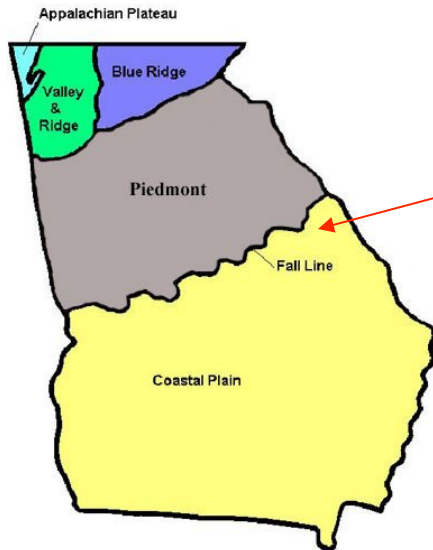


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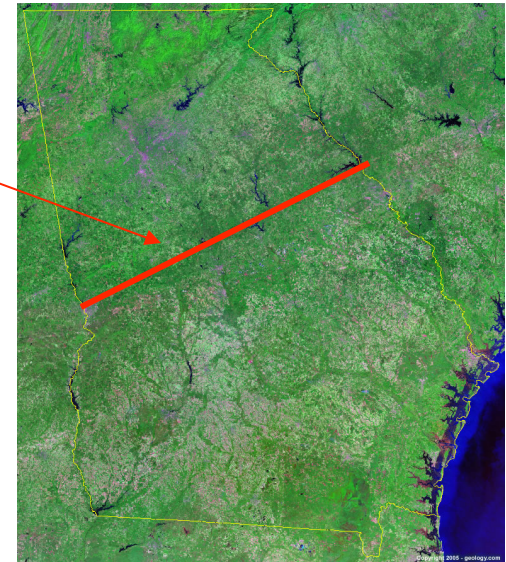
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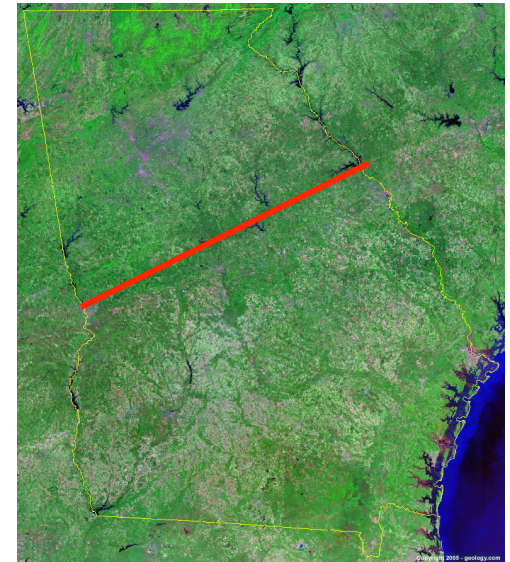
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Many people believe that, millions of years ago, the Fall Line was Georgia's pre-historic coast line. Evidence of this includes shark teeth and sea shells found throughout the Coastal Plain, many miles from the Ocean.



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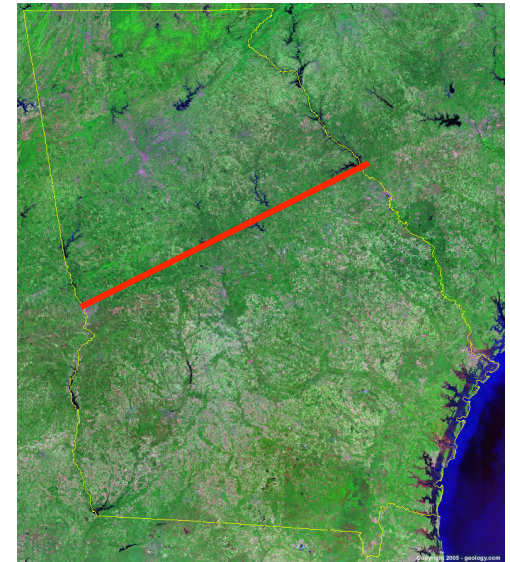


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The dramatic drop in elevation created a line of waterfalls, and it makes boat travel difficult or impossible.



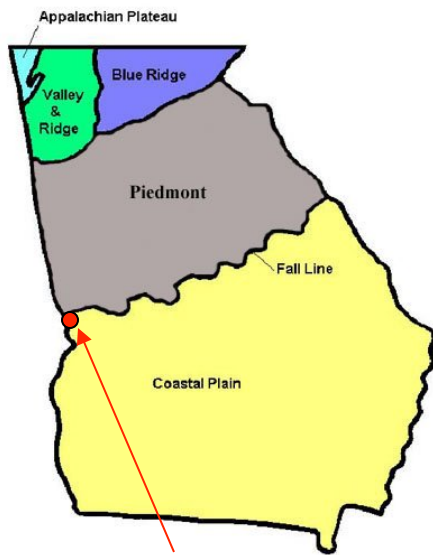
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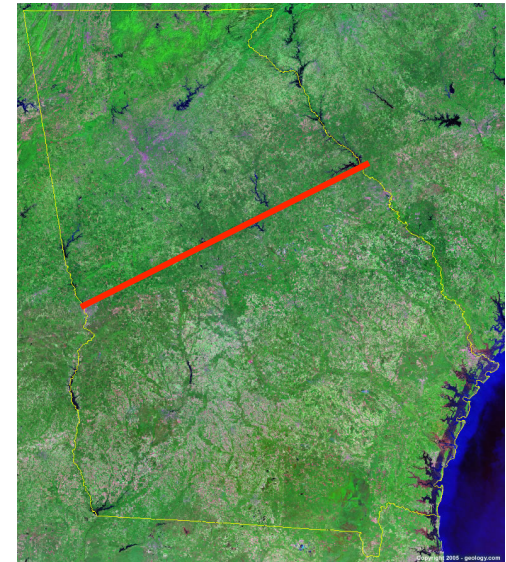
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Among the most important of Georgia's physical features are:

Many towns began along the Fall Line as places where cargo and supplies from the coast, headed to north Georgia, would be transferred from boats to wagons or trains.



COLUMBUS, GA



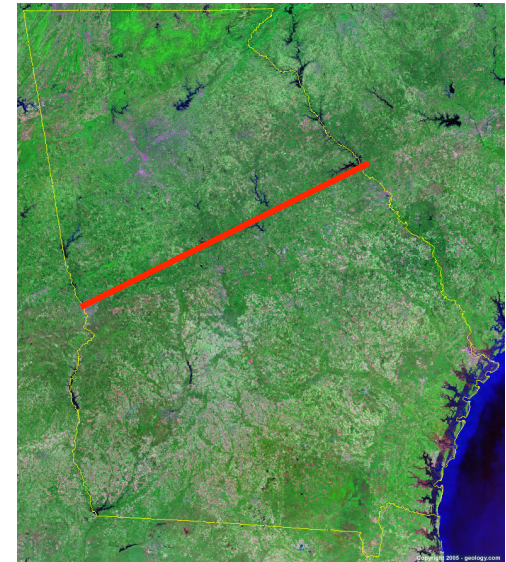
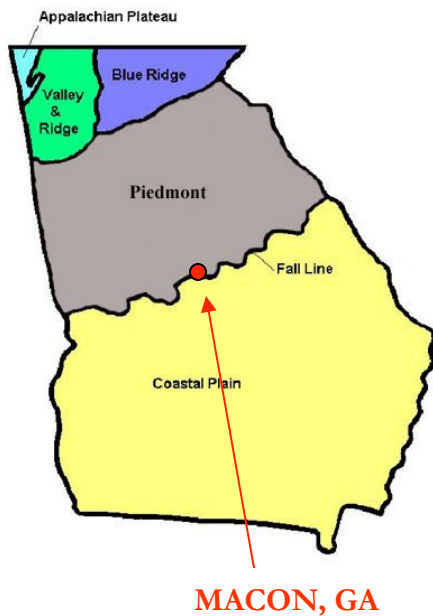
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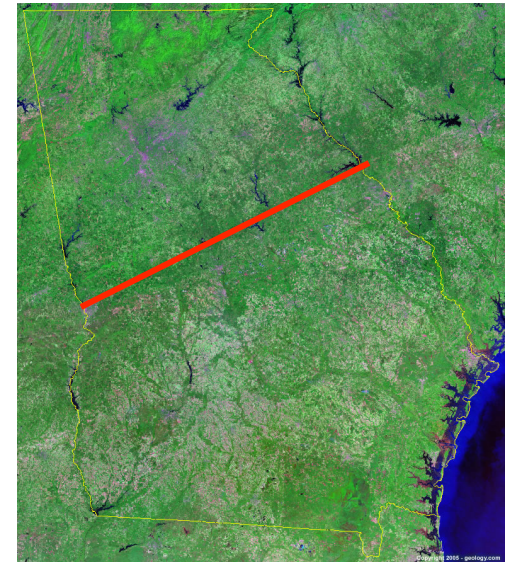
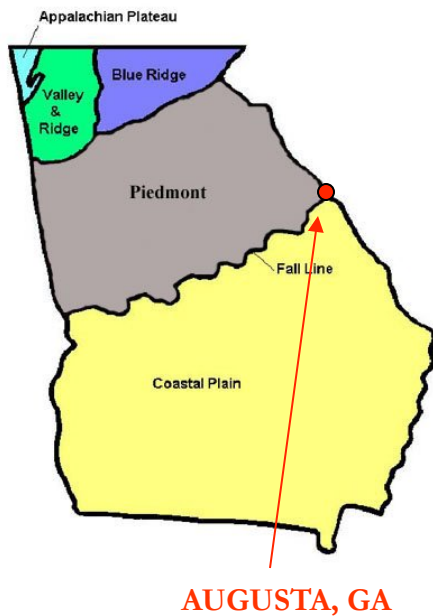
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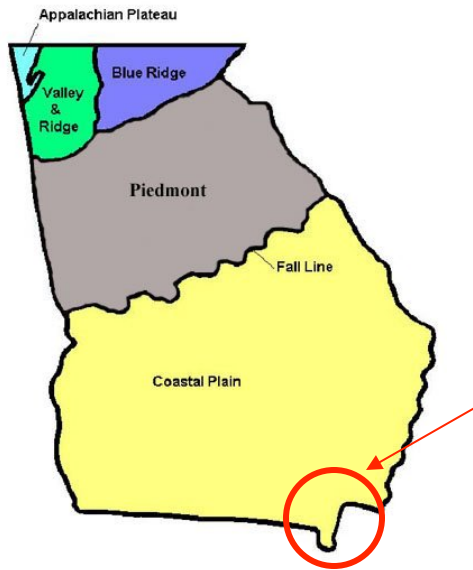


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Among the most important of Georgia's physical features are:



Located in southeastern Georgia, the Okefenokee Swamp is the second largest freshwater swamp in the entire United States.



## 2. OKEFENOKEE SWAMP

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Lesson Three (SS8G1c) – **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.

Among the most important of Georgia's physical features are:



The swamp is a National Wildlife Refuge that is home to over 1000 types of plants and animals.



## 2. OKEFENOKEE SWAMP

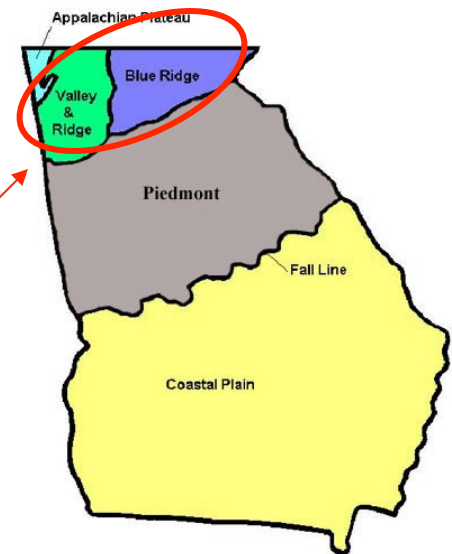
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Among the most important of Georgia's physical features are:



The southern end of the Appalachian Mountains are in Georgia's Blue Ridge region. The site of the first American gold rush, today tourism is this region's most important industry.



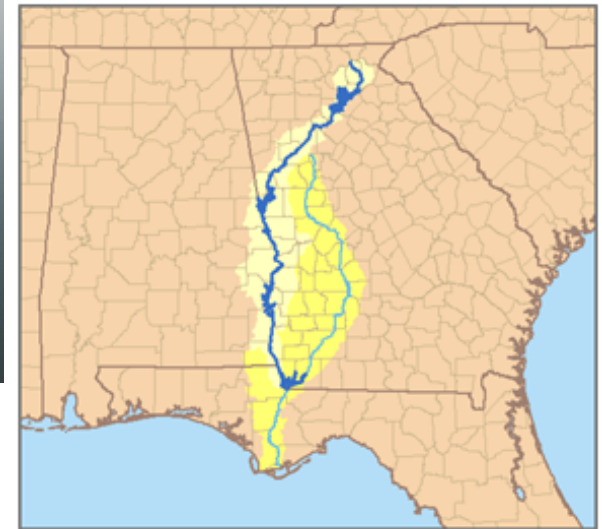
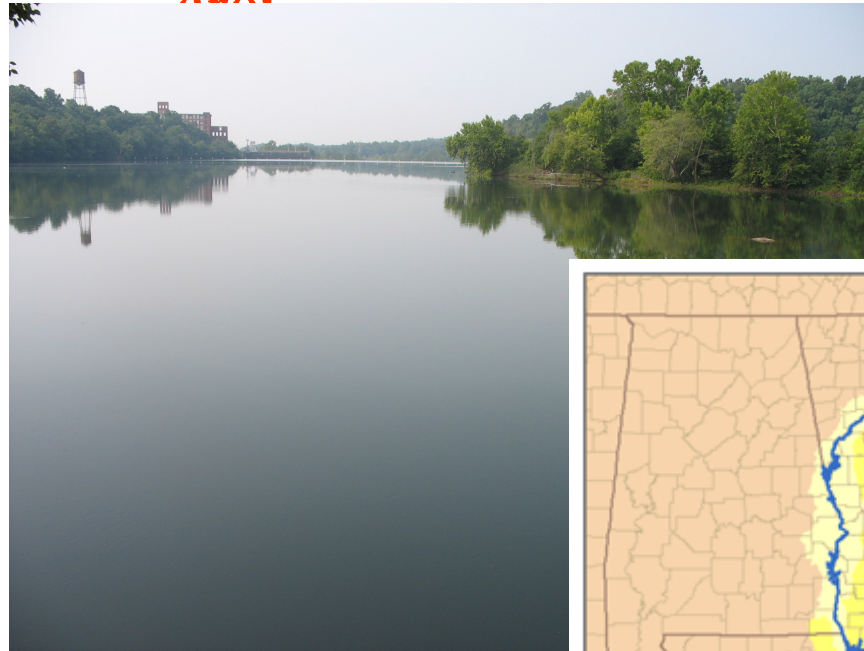
### 3. APPALACHIAN MTNS.

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Among the most important of Georgia's physical features

Georgia's most important river, it is a major transportation route that carries cotton and other freight, furnishes hydroelectric power to factories and mills, and is a major source of drinking water.



## 4. CHATTAHOOCHEE RIVER

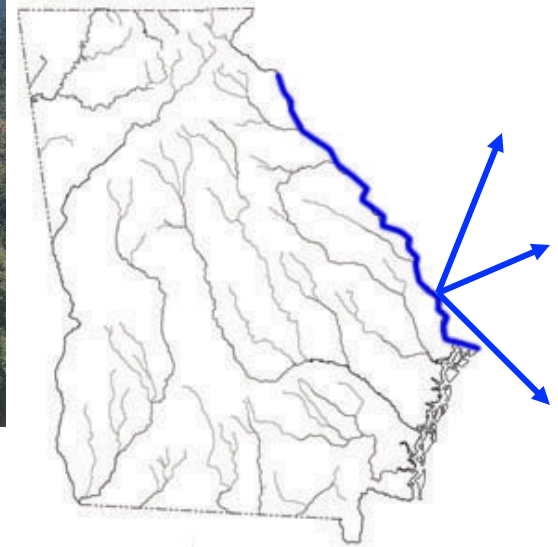
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Among the most important of Georgia's physical features are:

The Savannah River was extremely important to Georgia's first European settlers. Today it gets goods to and from Georgia's interior to all parts of the world.

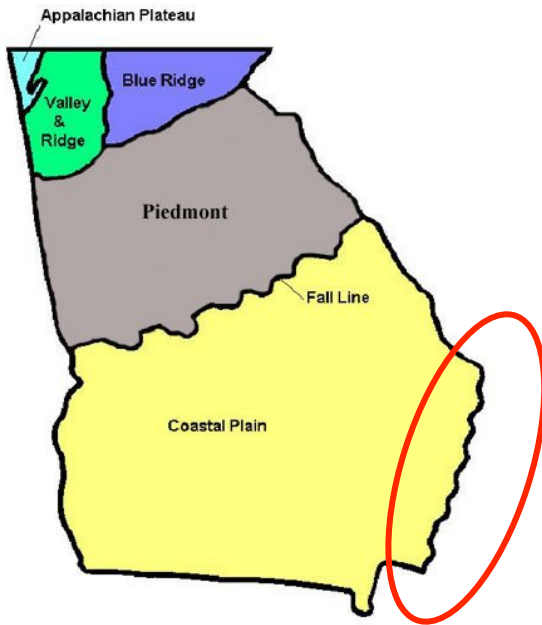


## 5. SAVANNAH RIVER

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## 6. BARRIER ISLANDS

SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Three (SS8G1c) – **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.

Among the most important of Georgia's physical features

are:

In Georgia's early days, the barrier islands were used as places to build forts to protect against enemy countries, like Spain, and against pirates.



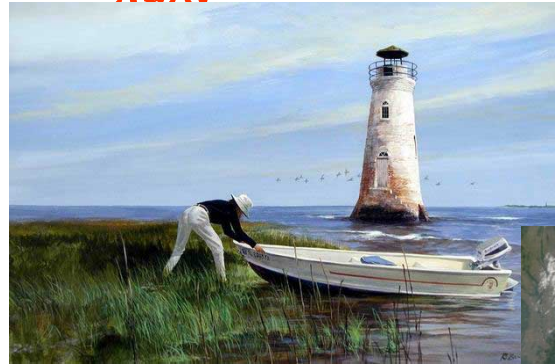
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Among the most important of Georgia's physical features

Today, the barrier islands are a popular tourist attraction, and they protect Georgia's mainland from violent storms and hurricanes.



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## What do you remember about... Georgia's physical features???

- |       |  |                        |
|-------|--|------------------------|
| _____ | 1. This feature flows along GA's eastern border.   | A. Fall Line           |
| _____ | 2. Gold was found in this area in the early 1800s.   | B. Okefenokee Swamp    |
| _____ | 3. Forts were built here to defend GA's early settlers.  | C. Savannah River      |
| _____ | 4. This area is a wildlife refuge for over 1000 species.   | D. Chattahoochee River |
| _____ | 5. This geographical boundary separates the Coastal Plain from the Piedmont.                           | E. Appalachian Mtns.   |
| _____ | 6. This major river provides drinking water and forms part of the state's western border with Alabama. | F. Barrier Islands     |

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**What do you remember about...  
Georgia's physical features???**

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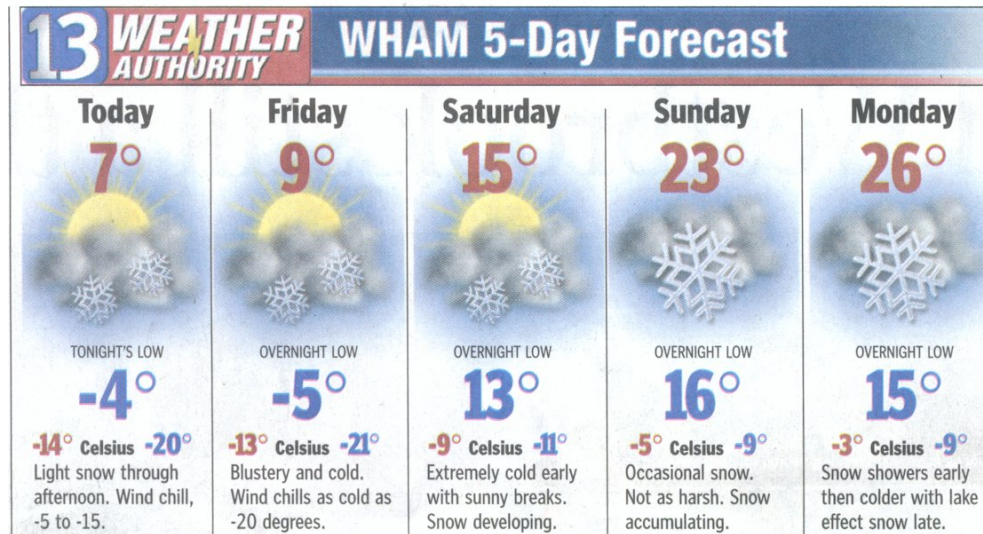
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SS8G1 – The student will *describe* Georgia with regard to physical features and location.

Lesson Four (SS8G1d) – Evaluate the impact of climate on Georgia's development.

The condition on a particular day (ex., rain, snow, thunderstorms, etc.) is called weather.

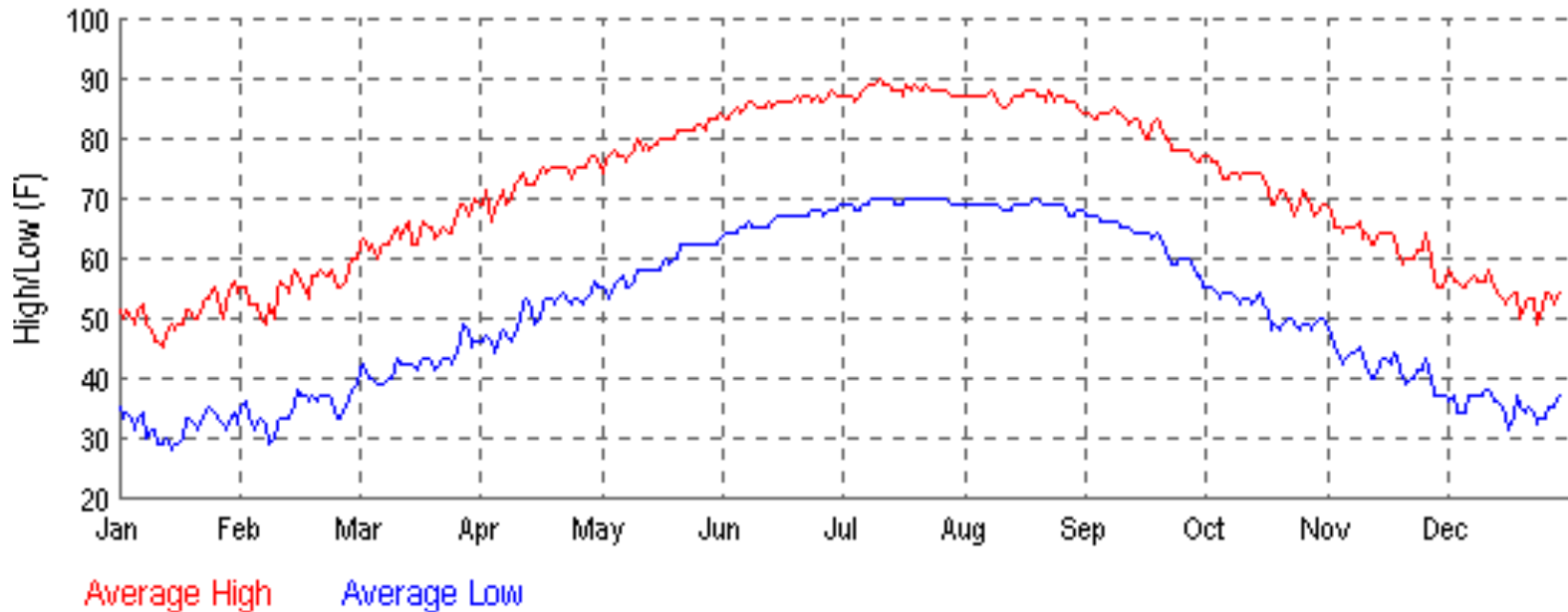


The weather over a long period of time is called climate.



Lesson Four (SS8G1d) – Evaluate the impact of climate on Georgia's development.

Georgia's location causes it to have a mild or temperate climate, with cool summers and cold winters in the North Georgia Mountains, but hot summers and mild winters in South Georgia.



SS8G1 – The student will describe Georgia with regard to physical features and location.

Georgia's mild climate effects the state in many ways:

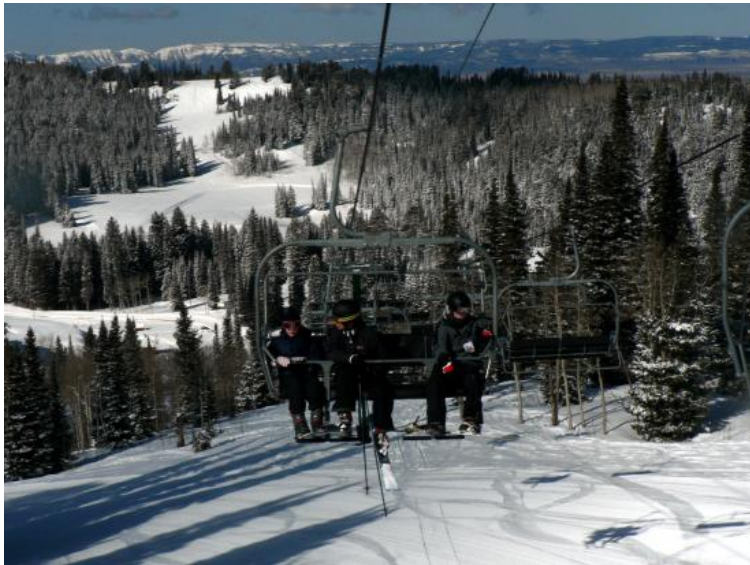
1. Because of the mild temperatures, Georgia has a longer growing season than most northern states. It also has the perfect amount of annual rainfall to support tobacco, peanut, cotton, and lumber farming. **FOR MOST OF ITS HISTORY, GEORGIA'S ECONOMY WAS BUILT ON FARMING (also called agriculture)!!!**



Lesson Four (SS8G1d) – Evaluate the impact of climate on Georgia's development.

Georgia's mild climate effects the state in many ways:

2. The cool summers and cold winters in the mountains attract hikers and skiers.



SS8G1 – The student will *describe* Georgia with regard to physical features and location.

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Georgia's mild climate effects the state in many ways:

3. Beach-goers and people escaping cold northern winters will often come to Georgia's coastal plain.



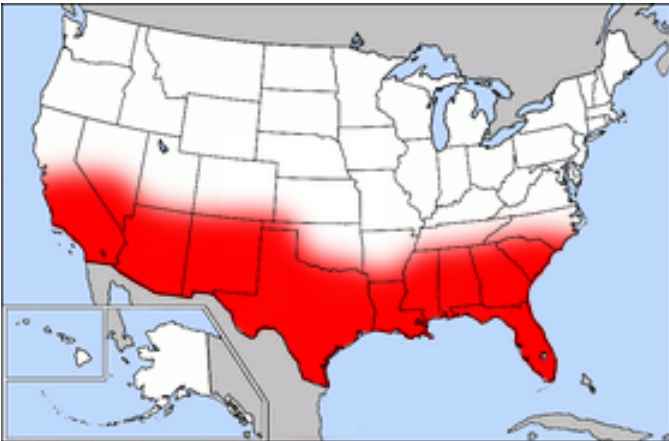
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Georgia's mild climate effects the state in many ways:

4. Georgia and its neighbor states in the South are part of a warm region of the United States called the Sun Belt. The warm climate has attracted many major corporations to relocate to Georgia.



SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson Four (SS8G1d) – Evaluate the impact of climate on Georgia's development.

## What do you remember about... Georgia's climate???

1. In which of Georgia's regions would tourists most likely go hiking?
2. Why do peanuts and tobacco grow so well in Georgia?
3. Which region attracts people who love to go to the beach?
4. Georgia, along with the other states of the deep south, has a very warm climate and is, therefore, said to make up part of what?
5. Why does Georgia have a longer growing season than many northern states?

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



Lesson Four (SS8G1d) – Evaluate the impact of climate on Georgia's development.



## What do you remember about... Georgia's climate???

1. In which of Georgia's regions would tourists most likely go hiking?

*Blue Ridge Mountains, Appalachian Plateau, and the Valley and Ridge*

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*The Sun Belt*

5. Why does Georgia have a longer growing season than many northern states?

*Georgia has mild temperatures*

SS8G1 – The student will *describe* Georgia with regard to physical features and location.



# ENDURING UNDERSTANDINGS:

Based off of what you know regarding Georgia's location, physiographic regions, physical features and climate, how has Georgia's LOCATION affected Georgia's culture, economy, and development???





# GEORGIA'S PRE-HISTORY

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.

Lesson Five (SS8H1a) – Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

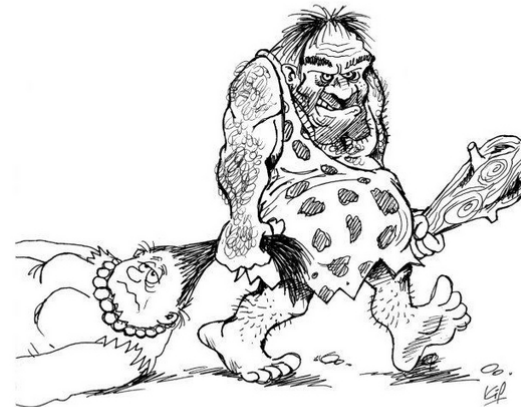
Now that we know Georgia's geographical context, let's talk about Georgia's ancient history...



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The difference between *history* and *pre-history* is the presence of writing and writing records. *Pre-history*, therefore, is history before the existence of written records.



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Because there have no written records, historians are not 100% certain about the pre-historic past. There are many clues, however, such as:

Artifacts – Man-made relics, such as arrowheads, pottery, cave markings, etc.



Ecofacts – Natural relics, such as sharks teeth, bones, fossils, etc.



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Georgia's pre-historic past is divided into four major periods (try to use the acronym P.A.W.M. to help you remember):

P

1. Paleo-Indian Period (11,000 – 8000 B.C.)

W

2. Archaic Period (8000 – 1000 B.C.)

A

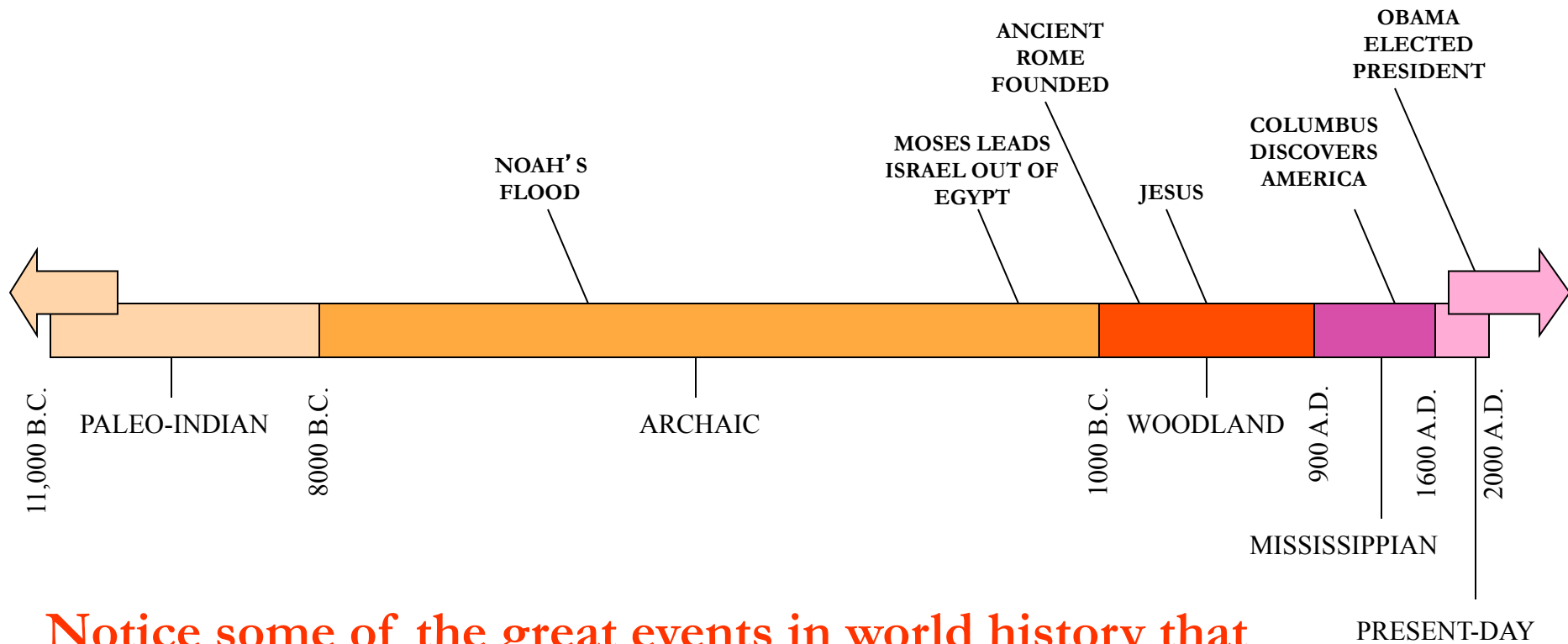
3. Woodland Period (1000 B.C. – 900 A.D.)

M

4. Mississippian Period (900 – 1600 A.D.)

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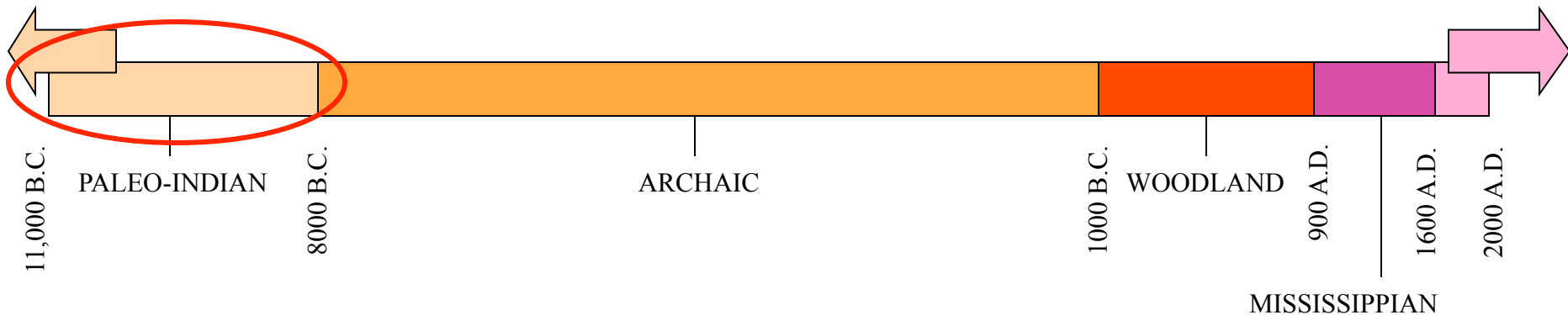
Notice some of the great events in world history that occurred while Georgia was still in it's pre-historic periods.

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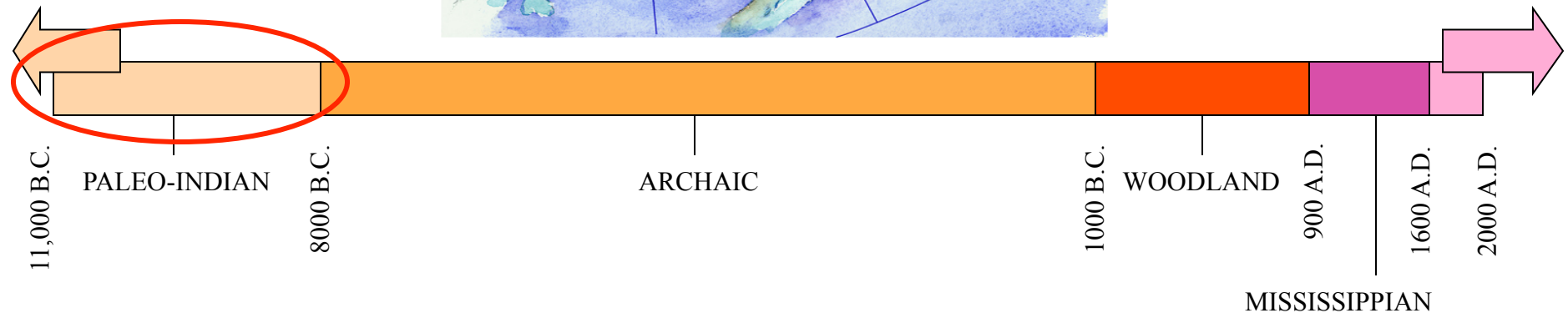
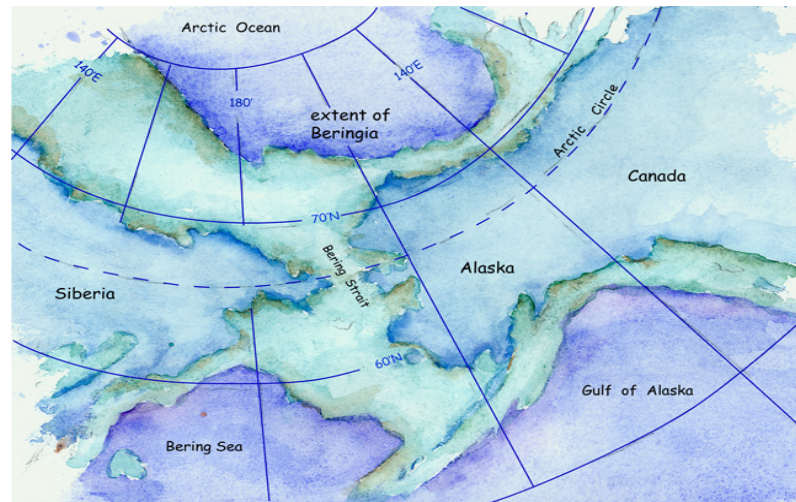
Georgia's first pre-historic Native American tradition was called the PALEO-INDIAN.



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Lesson Five (SS8H1a) – Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

Prior to 11,000 B.C., there was a frozen land bridge between Asia and North America referred to now as Beringia.

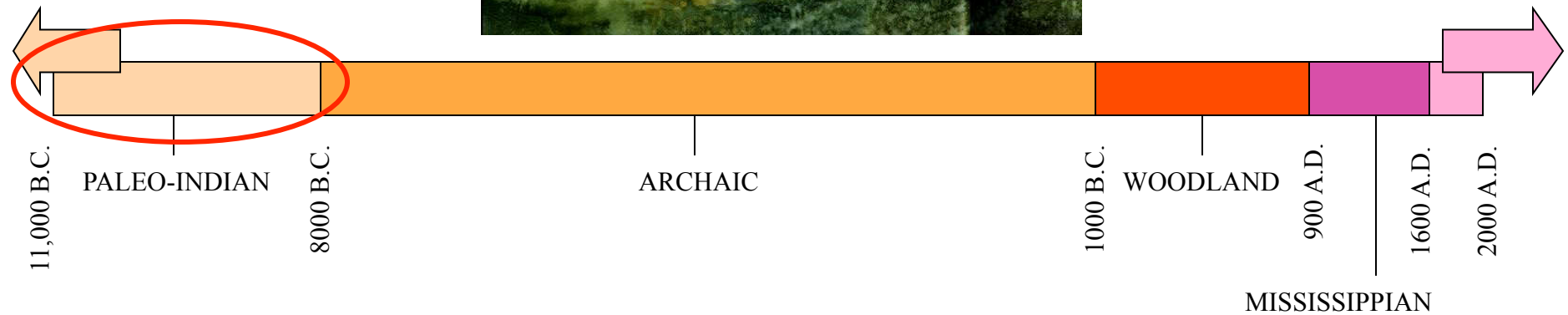


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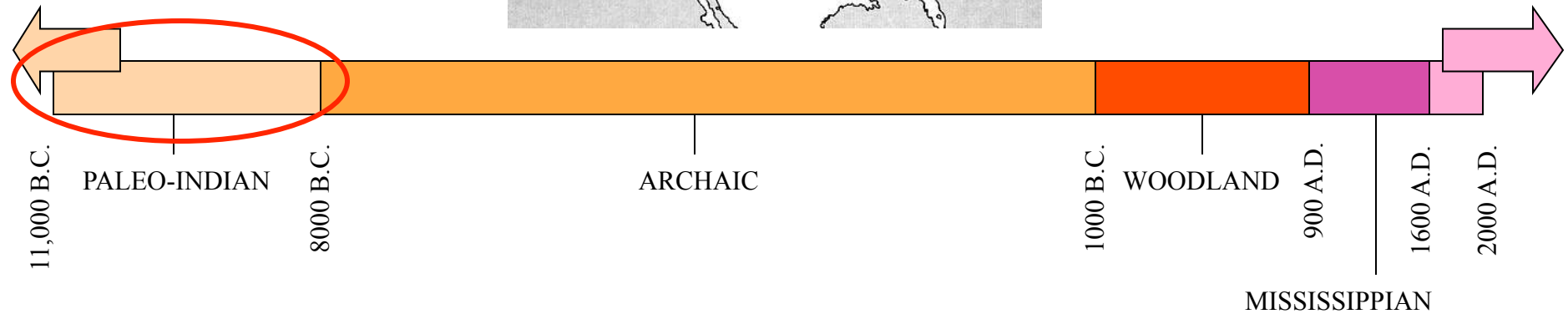
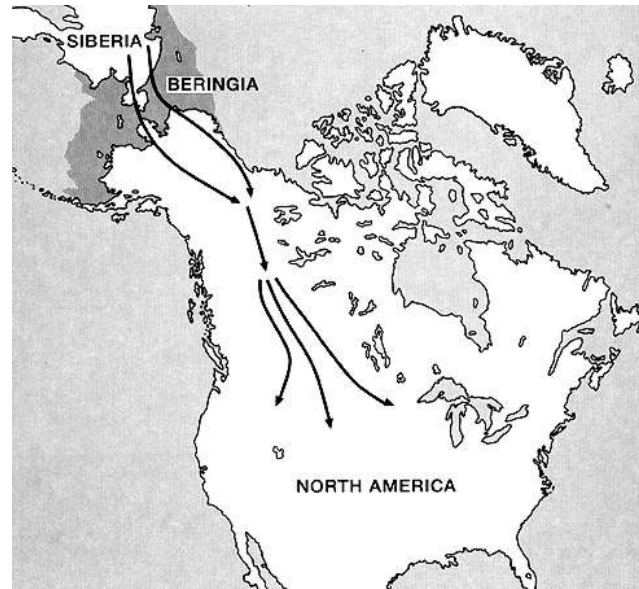
The Paleo-Indians were nomads, constantly on the move as they hunted large game.



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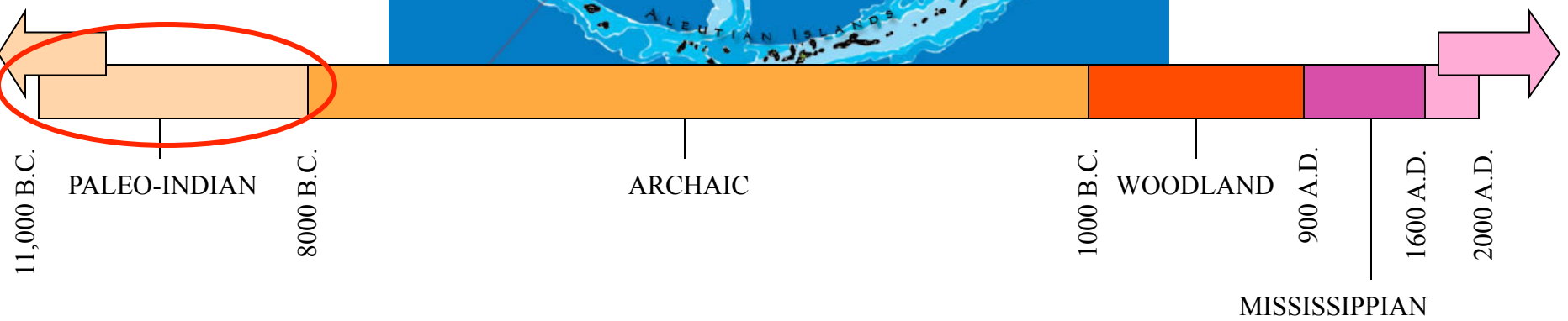
Many followed herds of buffalo and mammoth across the Beringia land bridge into North America.



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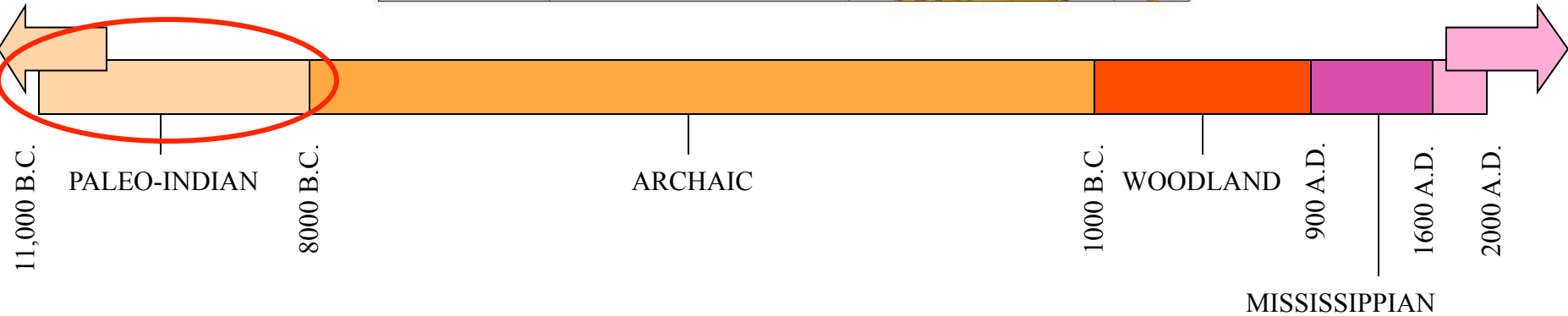
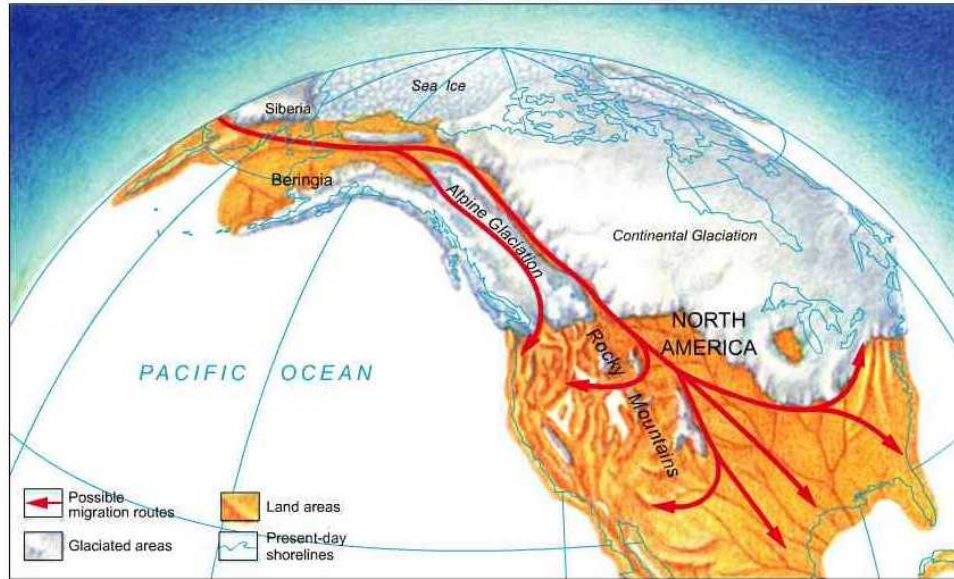
Eventually, the earth warmed, Beringia melted, and Asia and America were separated by the Bering Sea.



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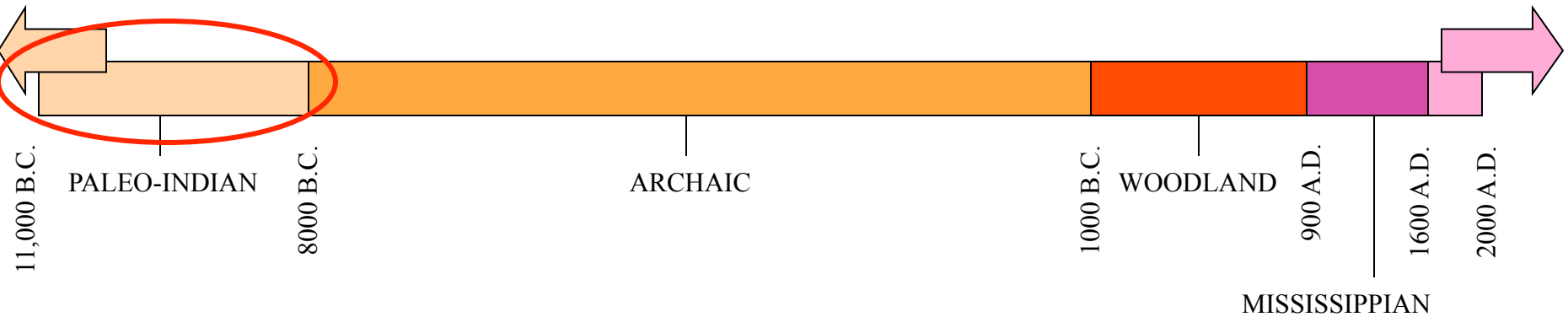
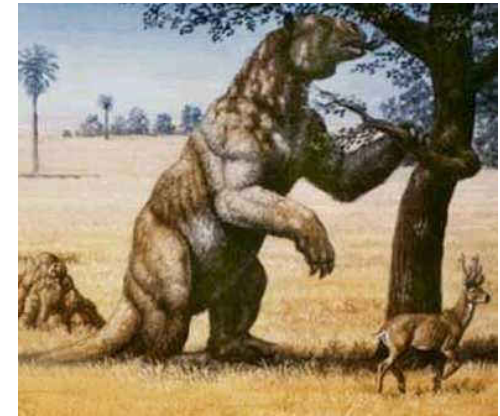
The Paleo-Indians, unable to return to Asia, dispersed throughout North America.



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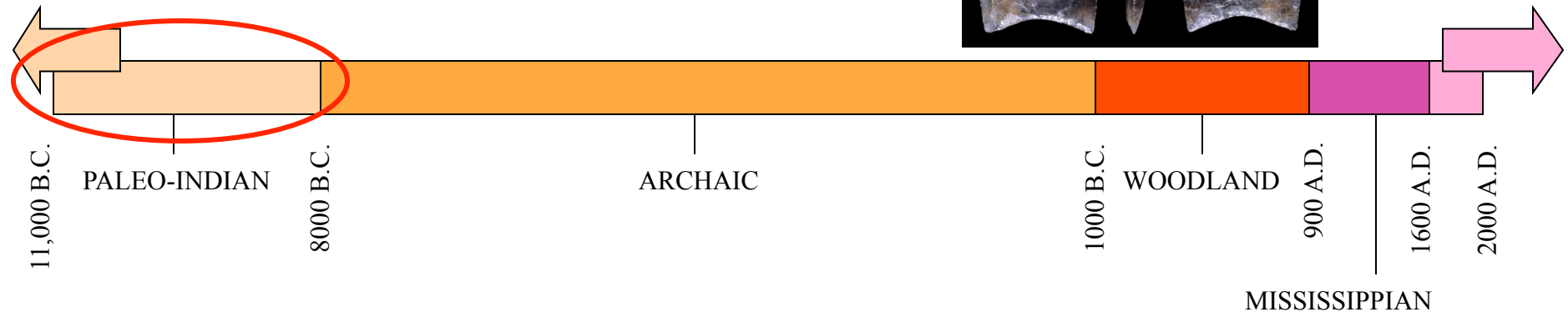
The Paleo-Indians lived in small, nomadic bands, and they hunted large game such as the woolly mammoth, the saber tooth tiger, and the giant ground sloth.



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The primary tool used by the Paleo-Indians was a large point attached to a spear, called a Clovis Point, which was used to hunt large game.

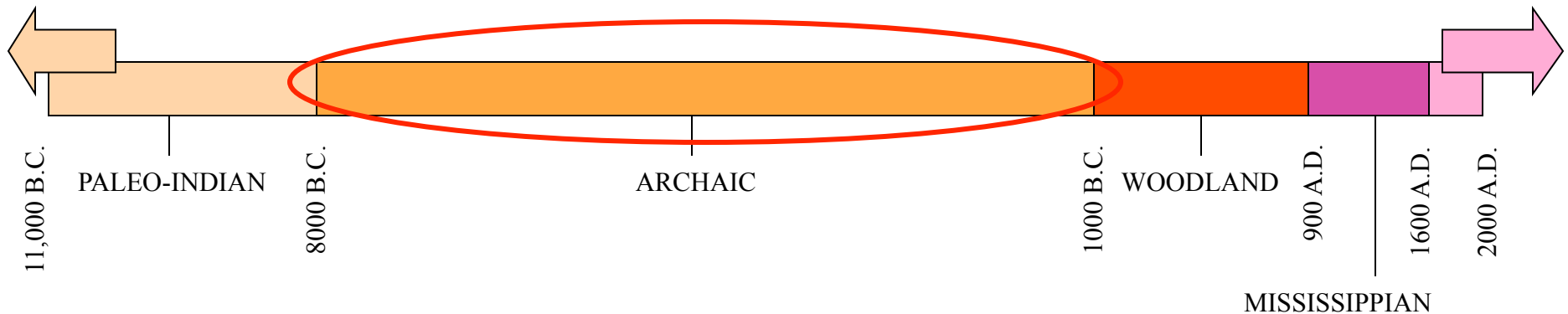


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Georgia's next pre-historic Native American tradition was called the ARCHAIC.

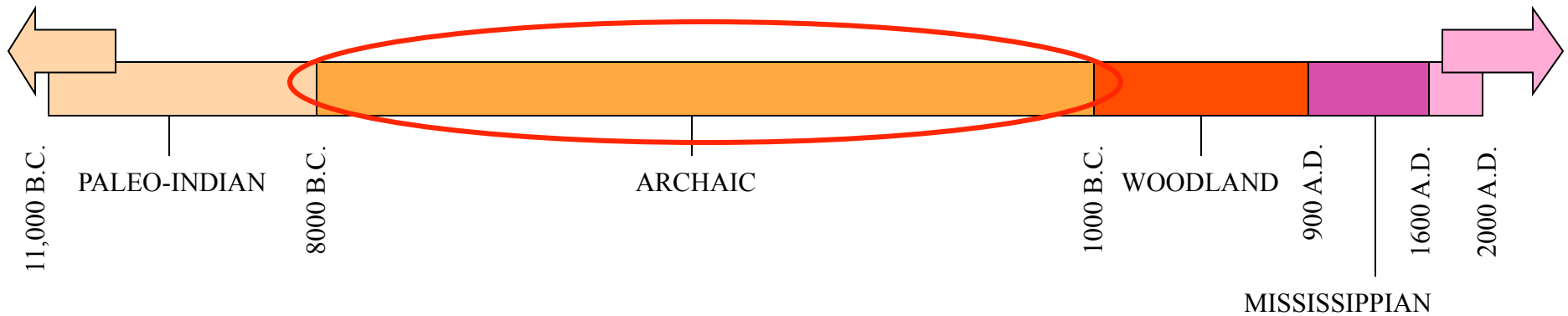


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Lesson Five (SS8H1a) – Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

Like the Paleo-Indians, the Archaic Indians were nomads. During this time, climate became warmer, and the Archaics began to fish and gather nuts and berries.

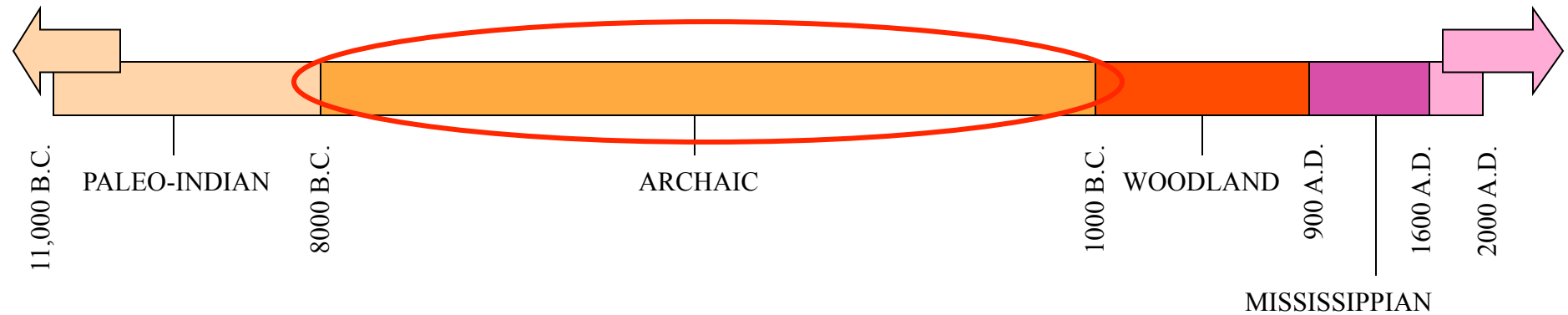


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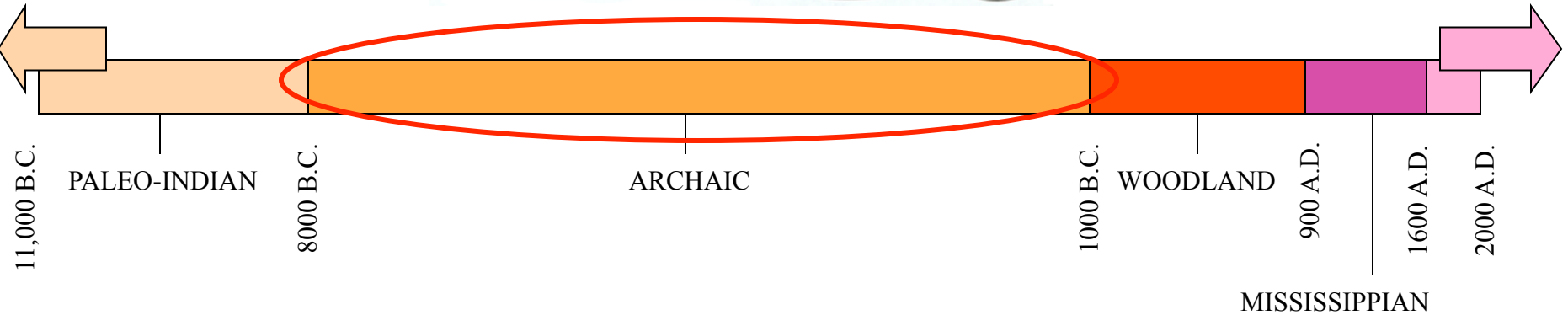
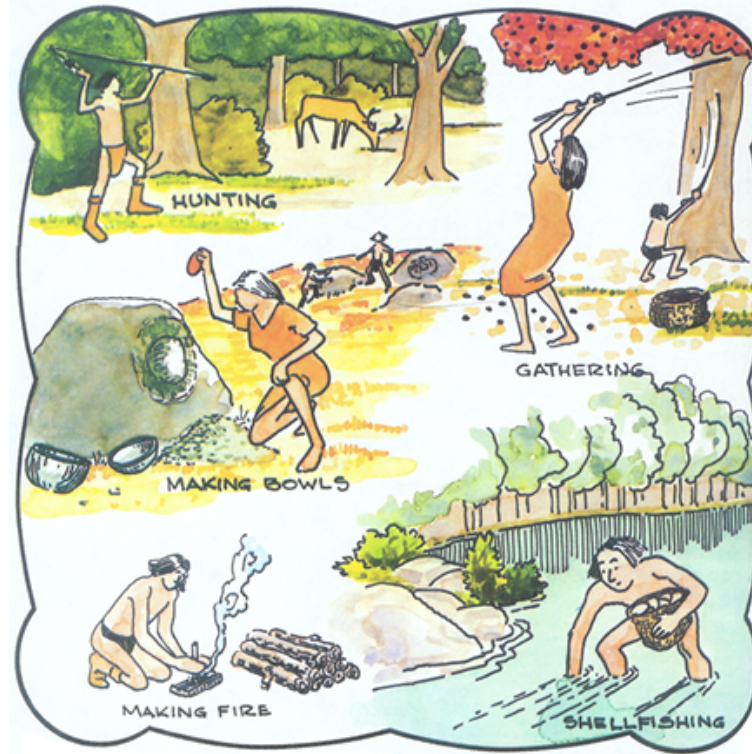
Lesson Five (SS8H1a) – Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

The Archaics created very crude pottery to store nuts and berries. The oldest pottery found in America was Archaic pottery found near Augusta, Georgia.



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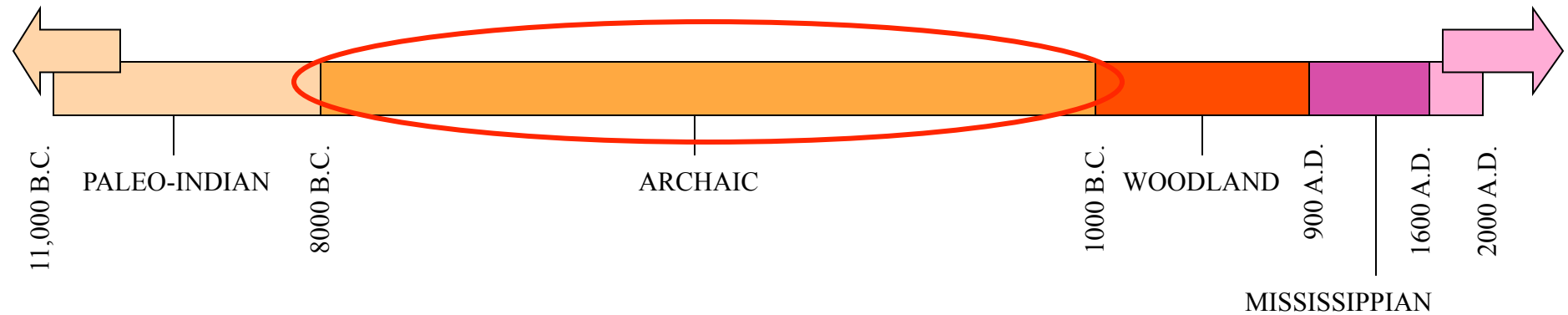
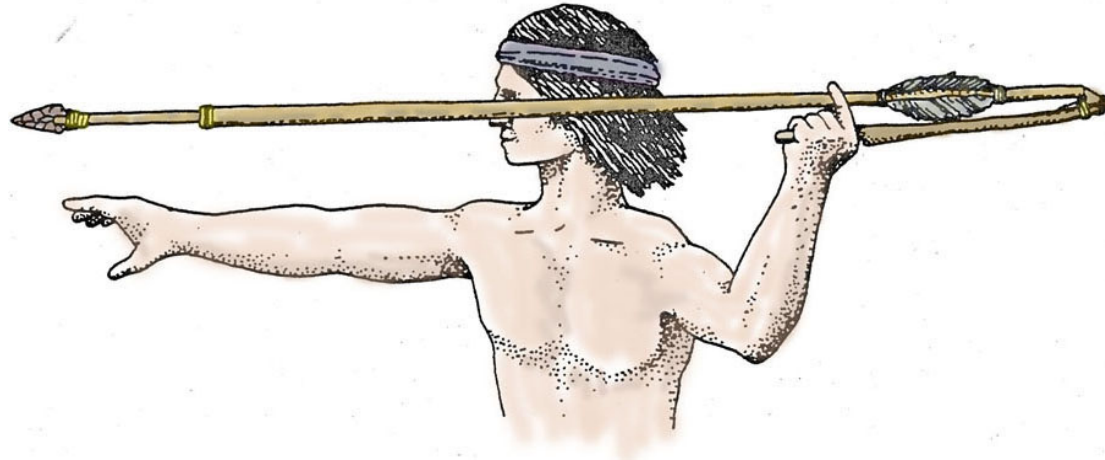
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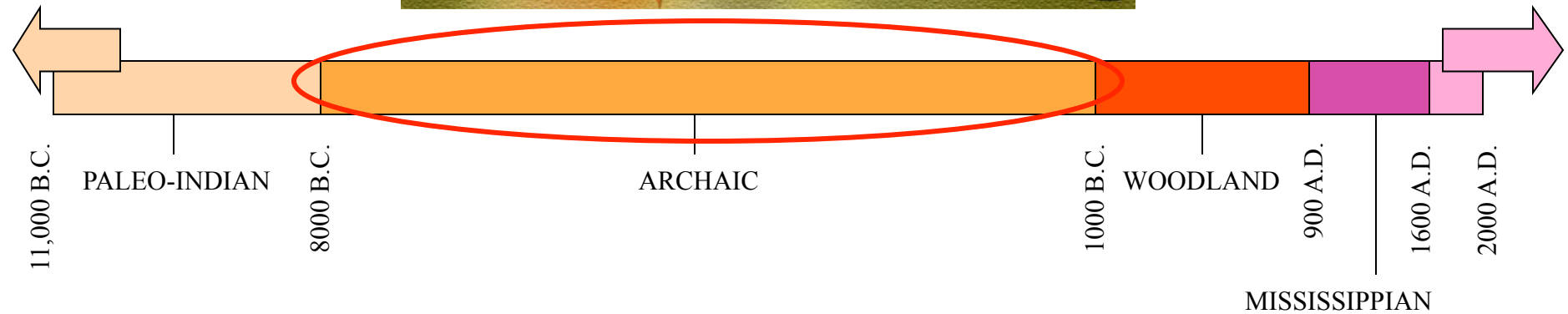
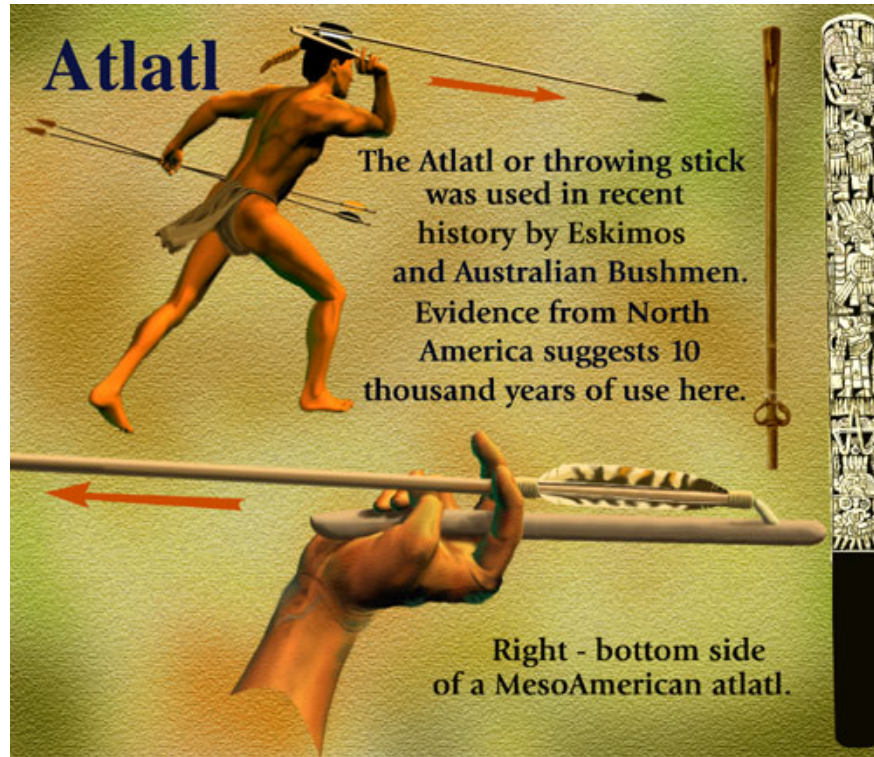
Lesson Five (SS8H1a) – Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.

The Archaics invented a tool, called the atlatl, and smaller, sharper arrowheads that enabled them to hunt small animals (deer, turkey, bear, rabbits. etc.).



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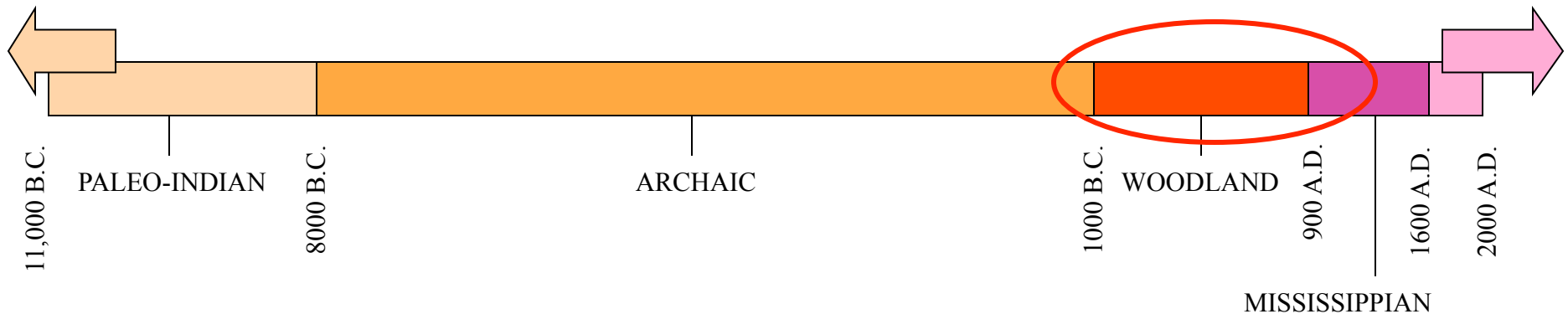


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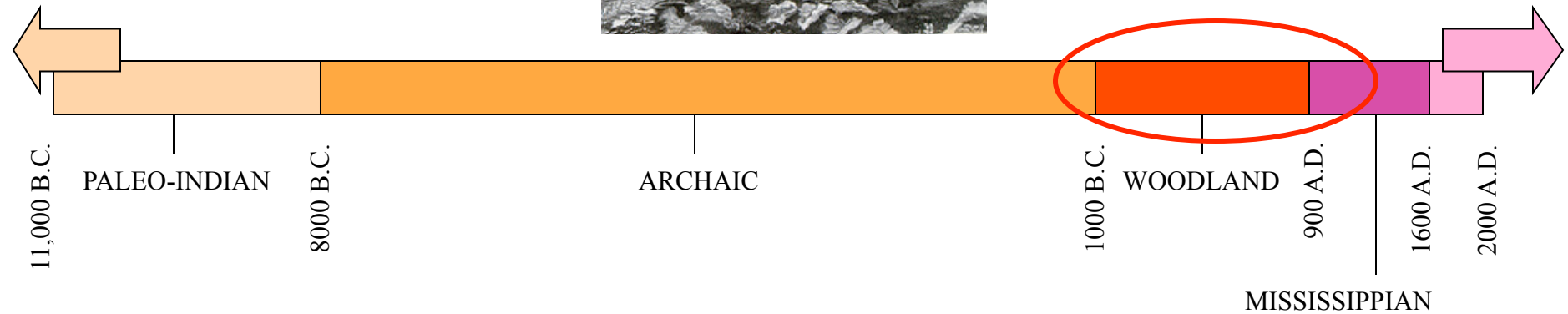
Georgia's next pre-historic Native American tradition was called the **WOODLAND**.



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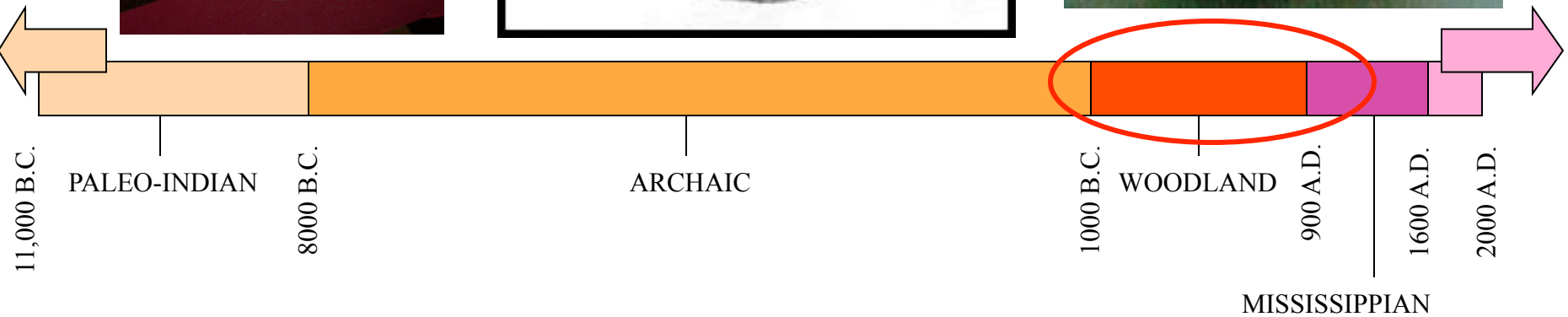
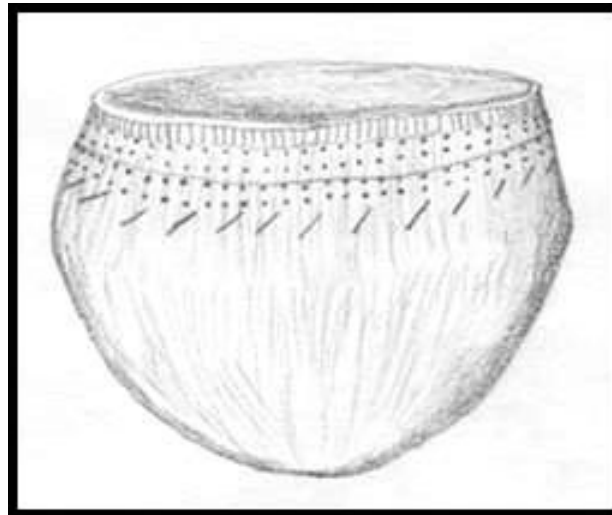
During the Woodland period, Indians began to farm for the first time.



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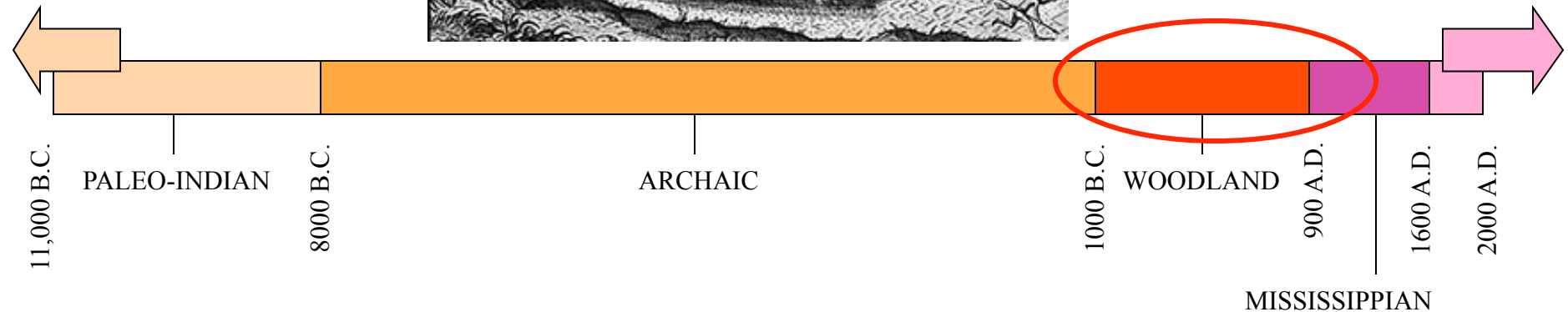
Farming allowed culture to flourish among the Indians.  
No long preoccupied with basic survival, the Woodland Indians could create more elaborate pottery.



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Farming meant that Woodland Indians could stay in one place for longer periods of time. This allowed small villages and tribes to develop for the first time.

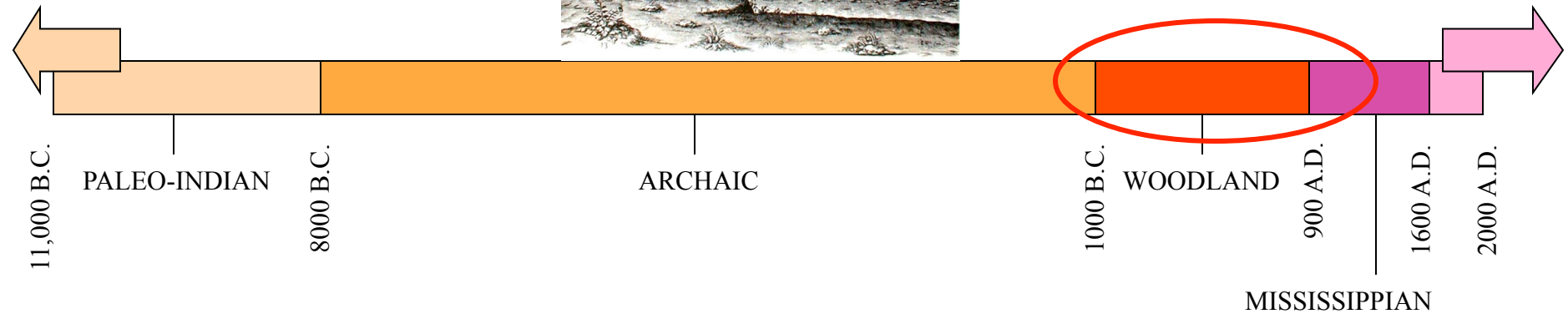
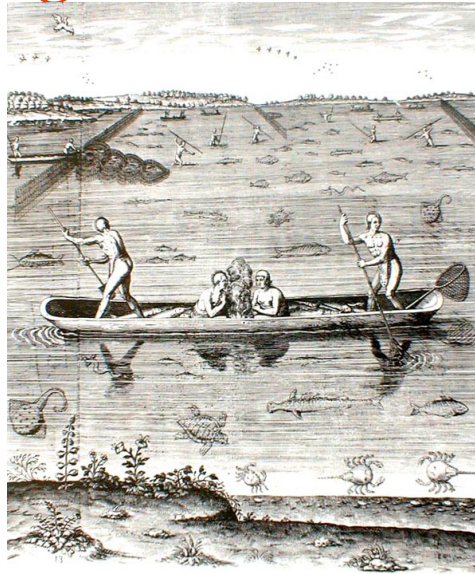


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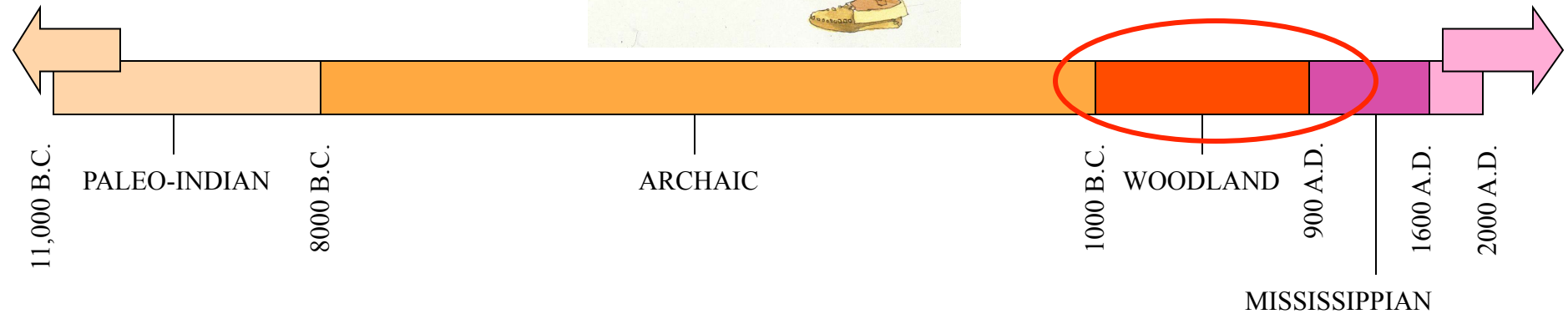
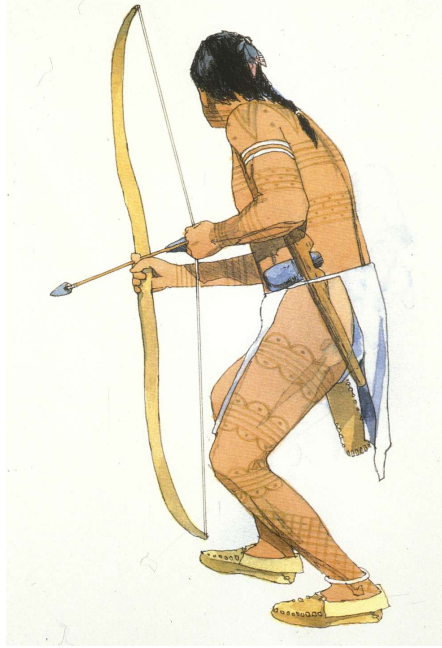
Artifacts found in Georgia from other parts of America, such as Ohio and Michigan, suggest that the Woodlands began to trade with other peoples.



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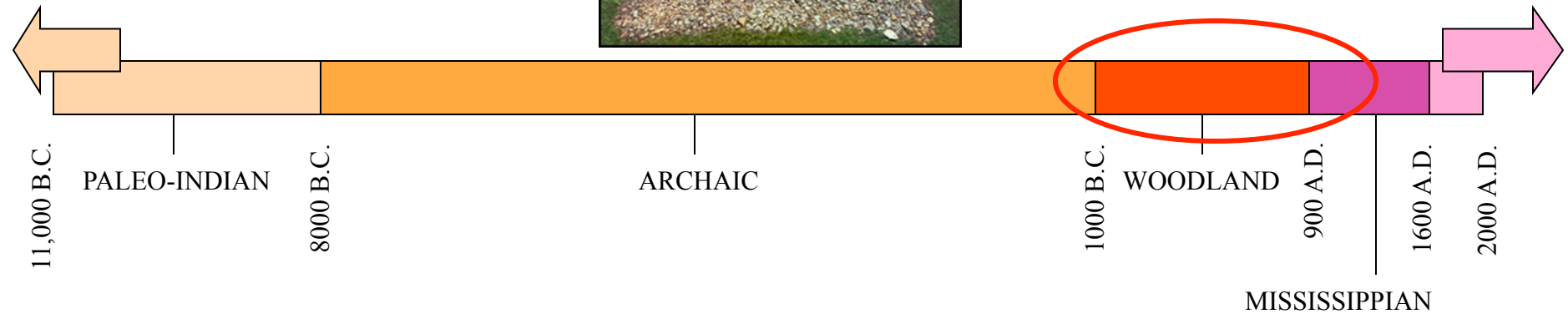
The Woodlands developed a hi-tech form of weaponry, called the *bow & arrow*.



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The Woodlands also began to build ceremonial and burial mounds, such as Rock Eagle Mound, suggesting the development of more complex forms of religion.

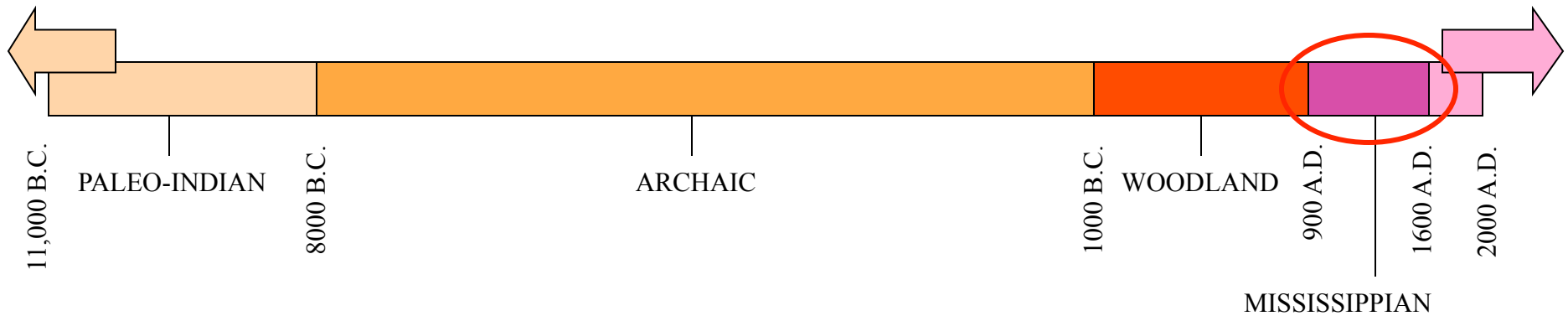


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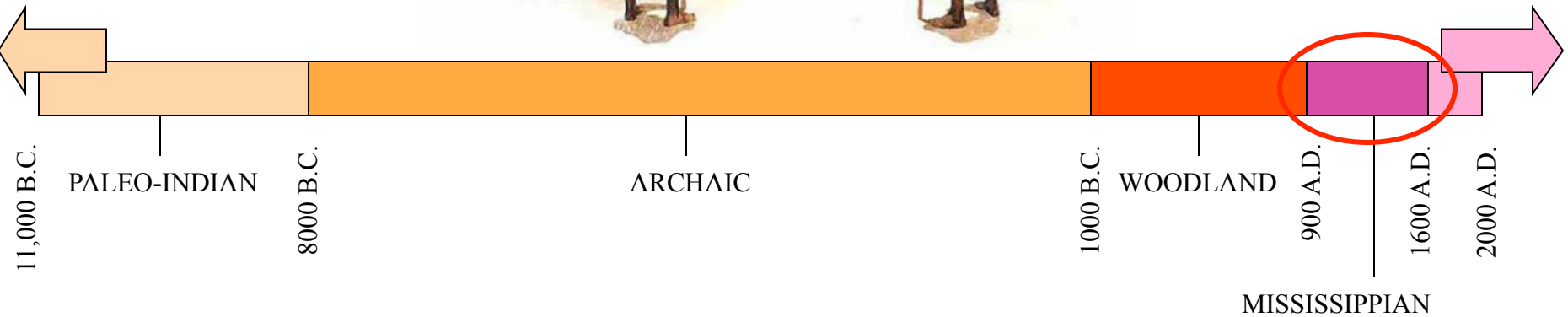
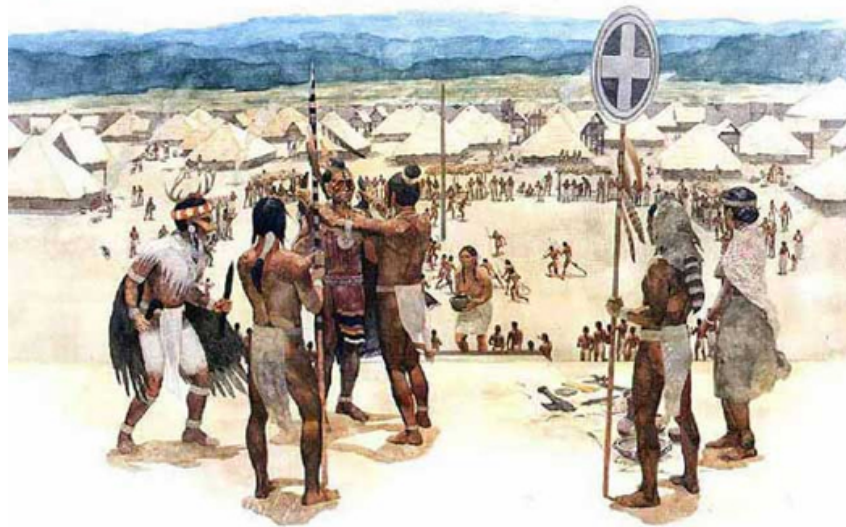
Georgia's last and most advanced pre-historic Native American tradition was called the MISSISSIPPIAN.



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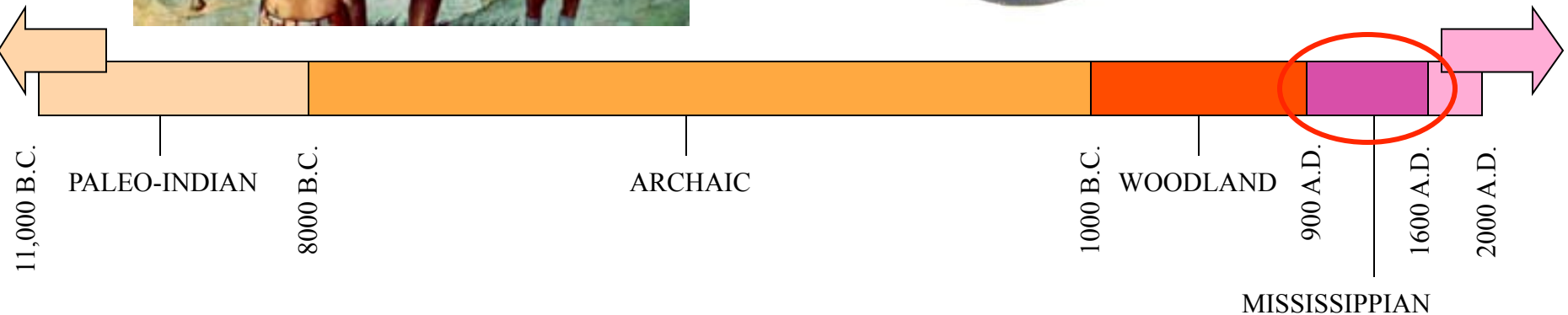
The Mississippians relied on large-scale farming and trading, and organized themselves into very complex nations.



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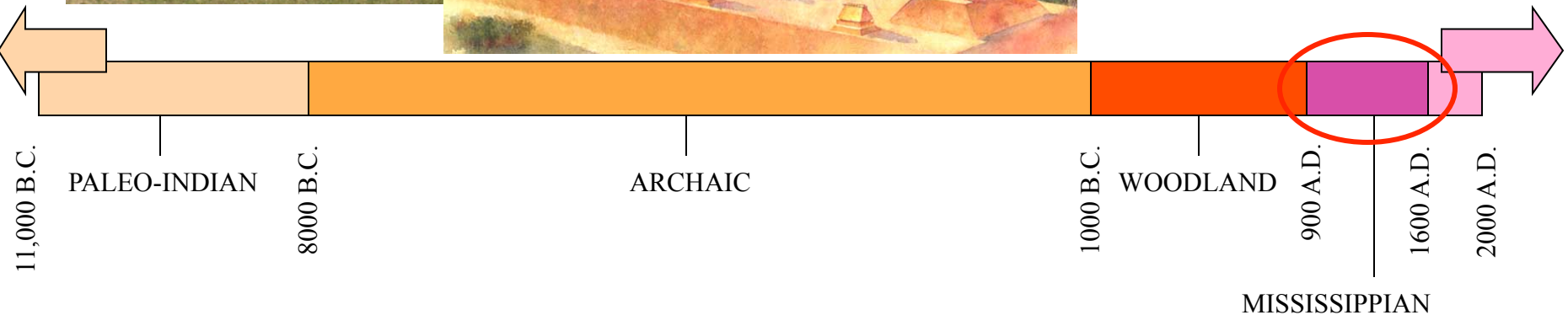
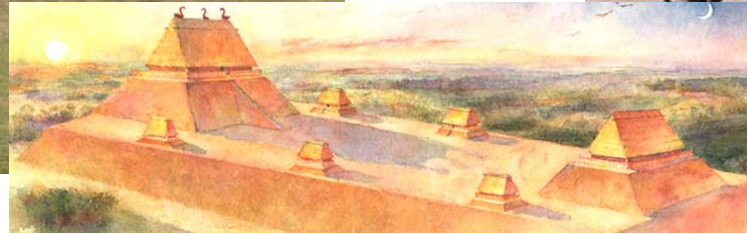
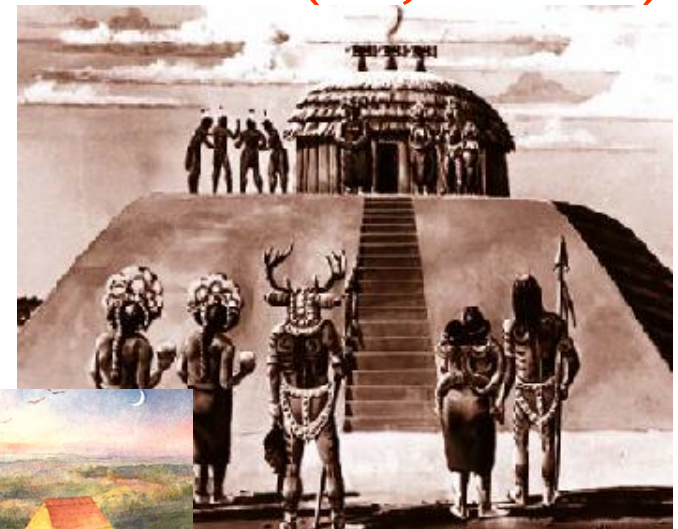
Mississippians had very complex governments called chiefdoms, led by a chief.



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The Mississippians were called the “great mound builders” because of their enormous ceremonial mounds (ex., Etowah).

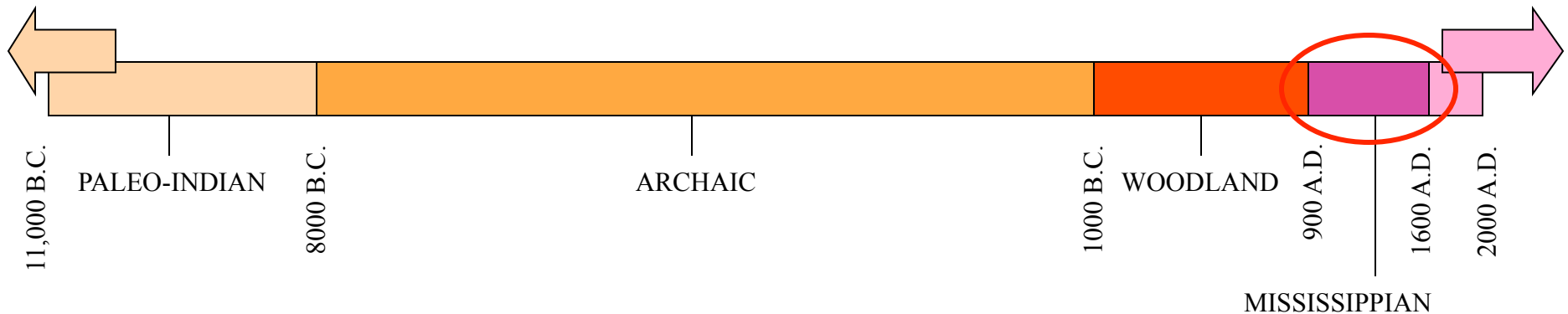


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It was during the Mississippian period that the Native Americans first came into contact with European explorers!!!



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(William Powell's *Discovery of the Mississippi by De Soto, A. D. 1541*)

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|-------|---|------------------|
| _____ | 1. Most ancient pre-historic tradition                      | A. Paleo-Indian  |
| _____ | 2. Known as the “great mound builders”                      | B. Archaic       |
| _____ | 3. Invented the bow & arrow                                 | C. Woodland      |
| _____ | 4. Hunted large game with a clovis point                    | D. Mississippian |
| _____ | 5. The first farmers  |                  |
| _____ | 6. Developed the atlatl to help hunt smaller game           |                  |
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# ENDURING UNDERSTANDINGS:

Based off of what you know regarding Georgia's pre-historic Native American traditions, how did the **MOVEMENT** and **MIGRATION** of the Native American peoples affect their societies and cultures???

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## Acknowledgements

Hodge, Cathy M. Time Travel Through Georgia. Athens, GA: WesMar Incorporated DBA/Voyager Publications, 2005.

Marsh, Carol. The Georgia Experience: 8<sup>th</sup> Grade Social Studies Teacher's Edition Student Workbook. Peachtree City, GA: Gallopade International, 2008.