

**Augusta Canal National Heritage Area
7 Grade Lesson Plans**

Stage 1 – Desired Results	
Title: Comparing Canals	Subject/Course: Grade: 7
Instructional Time: 10 hrs.	Social Studies/Geography
Big Ideas: How the worldwide building of canals influenced history.	Designers: Julie Boone and Gina McGowan
<p>Established Goals:</p> <p>GEORGIA STANDARDS</p> <p>SS7G5 The student will locate selected features in Southwestern Asia (Middle East). a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.</p> <p>SS7G9 The student will locate selected features in Southern and Eastern Asia. a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.</p> <p>SOUTH CAROLINA STANDARDS</p> <p>Social Studies:</p> <p>Standard 7-1: The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.</p> <p>7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.</p> <p>7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.</p> <p>7-6.6 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment.</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Natural land and water features impact the shape and course of human events. • Physical features impact how and why communities exist. • People organize their resources to meet their needs. • History is the study of change over time. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is there a Fall Line? 2. Why did cities develop along the Fall Line? 3. Why were mills and factories located near the Fall Line? 4. Why was the Augusta Canal constructed? 5. How did the Augusta Canal affect the lives of the people who lived near it? 6. Where is the oldest canal? 7. Why were canals built?

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<p>Knowledge:</p> <ul style="list-style-type: none"> • The Augusta Canal harnessed the power of the river to make the area an industrial center. • Industrial entrepreneurs took advantage of the water -power provided by the Augusta Canal. • Industrial growth occurred in other cities along the Fall Line. • The two major canals are Suez the Middle East and the Hangchou Grand Canal in China. • Students will know the differences and similarities in the Augusta Canal, Suez Canal, and Hangchou Canals. • Understand the historical sequence of canal building worldwide. 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> • Locate the Augusta Canal. Suez Canal and Hangchou Canals on a map. • Explain when and why the three mentioned canals were built and their economic impact over time. • Describe how city planners and entrepreneurs utilized the Fall Line’s potential energy by constructing canals to facilitate industrial growth.
Stage 2 – Assessment Evidence	
<p>Performance Tasks/Projects:</p> <ol style="list-style-type: none"> 1. Recognize pictures of the Suez Canal, Hangchou Canal, and Augusta Canal. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Complete canal building timeline and map activity.
Stage 3 – Learning Plan	
<p>Learning Activities: <u>Pre-visit Classroom</u> 1.) Take virtual canal tour on www.augustacanal.com . 2.) Field Trip Anticipation Guide Materials: Anticipation Guide 6-8 A Procedure: Direct students to predict what they will see and learn during their tour of the Augusta Canal Discovery Center. In the column labeled Me, have the students check each statement with which they agree. While reading viewing the exhibits and reading the signs and panels, students should check the column labeled Exhibit if the statement is true. They should cross off any statements that are false.</p> <p><u>On-Site</u></p>	

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3.) Anticipation Guide Check

Procedure – Students tour the Augusta Canal’s Discovery Center and check their responses on the Anticipation Guide.

4.) Canal Comparisons power point in theater.

5.) Augusta Canal orientation Film

6.) Boat Talk – Crossings, Trade and Industry: The Impact of Natural Features on Human Activity

Post-Visit Classroom

7.) World Canals Timeline and Map Power Point Activity. See link.

8.) Read All About It! *In Your Own Words* Newspaper Writing Activities

Materials: Newspaper Writing Activity Sheet

Procedure: Students select one of the writing topic ideas to use the writing process to develop into a composition. Students share their completed newspaper entries with the class.