

## **The Roswell Mill**

### **Lesson Plan 1**

**Grade Level:** 8<sup>th</sup> Grade Georgia Studies (Can be done as a Hook Activity for grades 4 and five).

**Purpose:** One of the best ways for students to gain a better appreciation of history is through a study of genealogy. When students are given a unique insight to the historical events their direct ancestors experienced they also make a personal connection to the history found in their textbooks. Using the Roswell Mill as an example, this lesson allows students to create a family tree that not only allows students to trace their own ancestry but match the dates of their ancestors to important historic events.

In addition by reading the Roswell Mill Brochure students will understand:

- Important economic benefits in Georgia's history
- The importance of innovation in entrepreneurship
- The effect of the Civil War on Georgia's Economy

**GPS Content Standards:** <http://public.doe.k12.ga.us>.

**SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.**

**SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.**

**SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.**

**SS8E3 The student will evaluate the influence of Georgia's economic growth and development.**

- a. Define profit and describe how profit is an incentive for entrepreneurs.
- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.

**SS8RC1 Students will enhance reading in all curriculum areas by:**

- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Determine strategies for finding content and contextual meaning for unknown words.

## **INFORMATION PROCESSING SKILLS:**

6. Identify and use primary and secondary sources
8. Identify social studies reference resources to use for a specific purpose
11. Draw conclusions and make generalizations
15. Determine adequacy and/or relevant information
16. Check the consistency of information

### **NCSS Themes: <http://www.socialstudies.org/standards/strands/>**

**Theme I: Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Theme II: Time, Continuity and Change:** Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

**Theme III: People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments.

**Theme IV: Individual, Identity, and Development:** Social studies programs should include experiences that provide for the study of individual development and identity.

**Theme V: Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

**Theme VI: Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

**Theme X: Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Instructional Strategies:** paired reading from secondary sources, social studies research methods

**Lesson Objectives:** Students will learn about the information presented in the standards and will be able to compare social studies research.

### **Required Materials:**

- textbook
- notebook paper

- brochure “*The Roswell Mill*”
- Family Tree Activity Sheet

**Additional Materials:**

- Colored pencils

**Day 1 Procedures:**

- Essential Question: “What important Georgia historical events did your family members live through?”
- Paired Readings: Brochure: “The Roswell Mill” (25 mins)
- Before today’s lesson have students ask one of their relatives to provide them with information about the names, dates of births and/or deaths, and occupations of their direct ancestors and have them fill in the corresponding portion of the family tree chart. During class ask students to use their textbooks to identify what they think are the most important events that may have occurred during each family member’s life time.

**Learner Assessment:** Based on what they learned, have students answer the E.Q. in a paragraph or two.

**Extension Activities:**

- 1) Have student research and report on any famous relative they are related to.



