



gpb.org/physical-features

Lesson Title	Physical Features of Georgia Virtual Field Trip 5E Lesson Plan
Grade Levels	2nd, 8th-12th
Timeline	45-minute class period (or homework assignment) per section

STANDARDS

- SS2G1a.** Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
- SS8G1b.** Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- SS8G1c.** Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.
- SSWG1.** Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

ESSENTIAL QUESTIONS

How do the unique features of Georgia help define the state’s economy and character?
 What role has water played in Georgia’s development?

KEY VOCABULARY

plateau, valley, coastal plain, ridge, piedmont, mountain, physiographic region, sedimentary rock, deposit, mining, elevation, sea level, fall line, outcrop, agriculture, tourism, swamp, canyon, monadnock, barrier island, geology, Atlantic Ocean, wetland

MATERIALS

- SOURCE:** [GPB’s Physical Features of Georgia Virtual Field Trip](#)
- MAP IT:** downloaded or printed copies of Georgia map and photos, T-chart (see appendix)
- ELEVATOR SPEECH:** timer
- PLUS, MINUS, INTERESTING:** graphic organizer (see appendix)
- JIGSAW:** graphic organizer (see appendix)
- +1 ROUTINE:** paper, large map of Georgia
- TWO-MINUTE DOCUMENTARIES:** paper, markers, recording devices
- DOCUMENT-BASED QUESTION:** document excerpts

ENGAGE

RESOURCE (MAP): [Map of Georgia](#)

RESOURCE (IMAGES)

The images can be found in the [Physical Features of Georgia Virtual Field Trip](#).

- Abandoned Car (Providence Canyon)
- Yellow Daisies (Mountains in Georgia: Monadnocks: Stone Mountain)
- Amerson Park in Macon (Fall Line)
- Okefenokee Swamp at Sunset (Okefenokee Swamp)
- Chattahoochee Headwaters (Rivers of Georgia: Chattahoochee River)
- Jekyll Island Club (Barrier Islands)

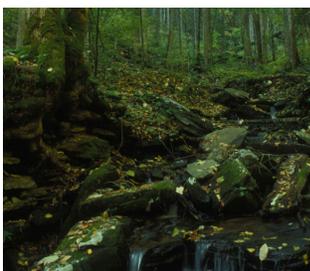
AND in GPB Education's Physical Features of Georgia Google Arts and Culture exhibits:

- [Providence Canyon](#)
- [The Monadocks](#)
- [The Fall Line](#)
- [Okefenokee Swamp](#)
- [Georgia Rivers](#)
- [The Barrier Islands](#)

STRATEGY: Map It

1. Instruct students to make a virtual copy or print a hard copy of the map of Georgia (see appendix for blank copy).
2. Students will also make a virtual copy of each photo in the appendix (thumbnail images below), adjust its size, give it a title, and paste or pin it to the Georgia region where they think that physical feature can be found. Encourage students to explain why they put each picture in its particular location.

I pinned the image of _____ in the region of _____
because _____.



ENGAGE

RESOURCE (VIRTUAL FIELD TRIP)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

STRATEGY: Elevator Speech

This strategy has been adapted from [K20 Learn](#).

Challenge students to prepare short persuasive speeches, as if they were trying to convey an idea in the 30 seconds it takes to ride an elevator from the bottom to the top floor of a building. The goal of the elevator speech is for the student to convince the listener that their perspective or understanding of a topic discussed in class is worth considering.

BACKGROUND INFORMATION

- Review the Georgia Studies textbook *Our State and Our Nation* ([unit 1](#), chapter 2, pages 30-33) for a stronger background understanding of physical landforms.
- Refresh students on the physiographic region in which they live and some of its major characteristics.

THINKING AND DISCUSSION PROMPTS

1. Invite students to answer the the following questions to prepare for their Elevator Speech.
 - When you look around your town or county, what major landforms do you see? (Landforms are natural formations found on the earth's surface.)
 - Which parts of Georgia would you show them pictures of and why?
 - Is there an iconic place in Georgia that you think represents the state? Why?
 - Why is your town/county/region one of the best parts of Georgia? Explain why you think their home away from home is special.
2. Allow the class to share their chosen landforms and locations. Can they agree on a few main iconic spots in the state? Are their chosen landforms and locations representative of a particular region of Georgia?
3. Discuss the below prompt with your students and explore different ways to respond to it.
 - A student is joining your classroom from a country on another continent. They have never been to America. Explain what Georgia is like for when they arrive to their new home.
4. Instruct students to use their answers from the individual questions, and their ideas from the prompt and class discussions to think about, research, practice, and present their Elevator Speeches. Speeches can be pre-recorded and submitted as an audio or video recording or presented live in a pair-and-share format with each student taking turns giving their Elevator Speech to a partner.

EXPLORE

RESOURCES (VIDEOS)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

- [Chattahoochee River](#)
- [Savannah River](#)
- [Fall Line](#)

AND in GPB Education's [Georgia Rivers](#) and [The Fall Line](#) Google Arts and Culture exhibit.

RESOURCE (VIRTUAL FIELD TRIP)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

AND in GPB Education's Physical Features of Georgia Google Arts and Culture exhibit, [Georgia Rivers](#).

WATER AND DEVELOPMENT

1. Ask students to revisit their map of Georgia from the ENGAGE activity (see appendix for a blank copy) and consider the state's borders. Direct them to find the Rivers of Georgia section of the virtual field trip and look at the map images of the Chattahoochee and Savannah Rivers. Have them highlight and label these rivers on their maps. It might also be useful for them to label the Atlantic Ocean.



2. Direct students to make a T-chart like the one below and in the appendix. Students will first watch the [Chattahoochee River](#) and [Savannah River](#) videos from the Rivers of Georgia section of the virtual field trip. Then they can watch the videos a second time and use their T-chart as a note-taking guide for processing the content and explaining how different groups of people have used the rivers over time.

How were these rivers used by different groups over time?	
Savannah	Chattahoochee
How are the Fall Line and Rivers connected to the development of the state of Georgia?	

3. Next, instruct students to study the Fall Line section of the virtual field trip and highlight and label this boundary on their maps.

Ask students to watch the Fall Line video and add more notes to the T-chart about what they learned. They can discuss potential answers to the culminating question with a partner. After their discussion, direct students to read the Fall Line introduction, explore the photo gallery, and use those sections to provide evidence for their final answer.

EXPLORE

RESOURCE (VIRTUAL FIELD TRIP)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

STRATEGY: Plus, Minus, Interesting

This strategy was originally imagined by [Edward de Bono](#).

Students use PMI (plus, minus, interesting) to analyze pros and cons, identify strengths and weaknesses, or evaluate a topic or process. This strategy also encourages students to examine ideas, concepts, and experiences from more than one perspective.

HUMANS VS NATURE

Ask students to brainstorm in groups about how nature, especially landforms, can make it challenging for humans to live in certain areas or to complete certain tasks. (Students may tend to start with natural disasters, but encourage them to think about landforms.)

Instruct students to use the Plus, Minus, Interesting (PMI) graphic organizer below and in the appendix to list examples of how different landforms can be both beneficial and challenging for settlers living in the area.

LANDFORM	PLUS highlight or benefit	MINUS lowpoint or challenge	INTERESTING new idea or info
<i>Volcano (example)</i>	<i>fertile soil</i>	<i>unexpected and sometimes dangerous eruptions</i>	<i>In spring 2019, some residents of Batesville, GA, felt tremors and saw steam or smoke rising from nearby Chimney Mountain!</i>
River			
Lake			
Island			
Swamp			
Mountain			

Explain that Georgia features a host of landforms that have impeded development but have also contributed to our state's unique character.

EXPLAIN

RESOURCE (VIRTUAL FIELD TRIP)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

STRATEGY: Jigsaw

This strategy has been adapted from [K20 Learn](#).

Jigsaw allows complex readings to be broken up into equal parts and shared between multiple individuals or groups. Students practice close reading and communication skills as they work together to increase their knowledge as a whole.

Divide students into five teams and assign each team one of the features listed in the graphic organizer below (and in the appendix). Instruct groups to explore the section of the virtual field trip that is specific to their feature and complete that portion of the graphic organizer then report their findings back to the class.

FEATURE	DEFINITION	LOCATION	IMPACT
Rivers			
Mountains			
Swamps			
Canyons			
Islands			

ELABORATE

RESOURCES (VIDEOS)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

- [The Chattahoochee](#)
- [A Legacy of Land](#)
- [Okefenokee Swamp](#)
- [Georgia's Grand Canyons](#)
- [The Golden Coast](#)

STRATEGY: +1 Routine

This strategy has been adapted from [Harvard Project Zero](#).

1. Divide students into five teams and assign each team one of the Georgia Outdoors videos from the list. Make sure to mix up the teams so that students are researching a different physical feature than the one they studied in the previous Jigsaw activity. After watching their video, students will individually work to Recall, Add +1, and Act on what they learned.
 - Recall: By memory, list two or three key ideas that stand out from the video.
 - Add +1: Pass your recall list to the right and receive another teammate's recall list from the left. Read through this list of key ideas and add one new thing, such as a detail, observation, or connection. Continue passing papers to the right and adding +1 new thing to each paper until your original list comes back to you.
 - Act: Read through and think about all the new additions to your recall list. Add any more important ideas that you remember from reading your team lists.
2. Invite one member from each group to summarize the new information they learned about their feature from the Georgia Outdoors videos.
3. Ask students to look back at their Georgia maps. Challenge them to label the five physiographic regions of Georgia and draw in the physical features they have been studying: Blue Ridge Mountains, Brasstown Bald, Red Top Mountain, monadocks (Arabia, Panola, Stone Mountains), Providence Canyon, Savannah and Chattahoochee Rivers, Fall Line, Okefenokee Swamp, and barrier islands. Students can be creative about the symbols they use in their map legend.
4. Create a large map of Georgia together as a class. Divide the class into five teams again and mix up the teams so that students are working on a different physical feature than in the previous Jigsaw and +1 Routine activities. Task each group to add five overarching facts about their feature to the class map.

EVALUATE**RESOURCE (VIRTUAL FIELD TRIP)**

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

STRATEGY: Two-Minute Documentary + Paper Slideshow

This strategy has been adapted from [K2O Learn](#).

Students work in small groups to respond to a reading or problem. Each group creates a two-minute paper slideshow video presentation of their response that can be shared via a class blog or website.

1. Assign or allow groups to choose one of the following questions (enduring understandings):
 - How is where we live essential to how we live?
 - Why does location matter?
 - How does the economy depend on location?
 - How can location be positive for some things and negative for others?

2. Instruct students to compile both a written script and an illustrated paper slideshow to support their answers. Encourage them to use evidence from the virtual field trip when answering their question.
3. Direct students to plan a two-minute paper slideshow video around their response. Refer students to this video introduction to the paper slideshow process. To prepare for filming, they can begin by choosing production roles such as the ones below.
 - Scriptwriter
 - Leads the group in developing a script that uses the appropriate vocabulary and explains the response clearly and concisely.
 - Illustrator
 - Leads the group in planning, creating, and advancing the paper slides during filming.
 - Narrator
 - Introduces the topic, reads the script in a clear and steady voice, and concludes the video by crediting sources and group participants.
 - Videographer
 - Leads the group in directing the filming, recording the paper slideshow, and sharing the final group video with the teacher.
4. Have student groups share their mini-documentaries with the class by hosting a film festival or posting them to a central site. (Consider [Flipgrid](#) as a creative platform.)

TIP: This project might work well as an end-of-year culminating activity.

EVALUATE

RESOURCE (VIRTUAL FIELD TRIP)

This content can be found in the [Physical Features of Georgia Virtual Field Trip](#).

STRATEGY: Destination Vacation

This strategy has been adapted from [Ignite My Future](#).

Assign students a physical feature from one of the regions of Georgia. Ask them to plan a hiking or camping trip to that area using the virtual field trip and other sources, such as the national or state park website for their feature. Remind students to include:

- Route: How will they get to the location and how far is it from their home?
- Environment: When is the best time to go? Why?
- Recreation: What kinds of activities are available?
- Packing: What items will they need to safely enjoy their time?
 - Footwear, clothing, emergency supplies, food, etc.

Students can submit their plan in writing or as a short video explanation.

EVALUATE

Divide students into five teams and assign each team one of the features. Invite each team to make an infographic for a physical feature or region of Georgia. Students can complete this task on paper or digitally using a platform like [Canva](#). Their product should include graphics, symbols, text, and statistics. A few tutorials are available below:

- [Midori Nediger. "How to Make an Infographic in 5 Steps." Venngage. June 24, 2020.](#)
- [Shayla McGee. "Using Infographics in the Classroom." Georgia Public Broadcasting. November 17, 2016.](#)
- ["Infographics in Your Curriculum." Smore. Accessed July 13, 2020.](#)
- [KQED Teach. "Making Infographics." KQED. Accessed July 13, 2020.](#)

DIFFERENTIATION

CHOICE AND VOICE

1. Create a mini-journal about your knowledge of the physical features of Georgia. Write five different entries, one each for the main physical features (rivers, mountains, swamps, canyons, islands) and include one to two sentences for entry. Be sure to include descriptive words in your sentences.

OR

2. Develop an acrostic poem from the word G-E-O-R-G-I-A. Use the letters in the word Georgia to develop a poem that describes the state's physical features.

Example: G - Gorgeous Beaches (barrier islands)

SCAFFOLDING: Include words like beaches, swamps, mountains, rivers, waterfalls.

GEORGIAmazing Physical Features!

G	Grand	
E	Exciting	
O	Outstanding	
R	Radiant	
G	Gorgeous	
I	Incredible	
A	Amazing	

OR

3. To encourage critical thinking, students can work in groups to analyze primary sources organized around a standards-based question.

Unit 1 DBQ: *Analyze how water has been an economically, politically, and socially significant resource in Georgia's history.*

SCAFFOLDING: Include words like beaches, swamps, mountains, rivers, waterfalls.

- Assign pairs of students just one primary source from the document. There are 10 total.
- Use the RACES approach to basic primary source analysis:
 - R Restate the question
 - A Answer the question
 - C Cite important evidence
 - E Explain the answer
 - S Summarize conclusions
- Organize thinking with a graphic organizer.

Document	Main Points of Document	Agrees / Disagrees With Answer	Why?
Letter from a soldier	Unsure of mission objectives Strongly patriotic	Disagrees strongly	The writer believes ...

NAME:



NAME:



NAME:



NAME: _____

How were these rivers used by different groups over time?	
Savannah	Chattahoochee
How are the Fall Line and Rivers connected to the development of the state of Georgia?	

NAME:

LANDFORM	PLUS highlight or benefit	MINUS lowpoint or challenge	INTERESTING new idea or info
<i>Volcano (example)</i>	<i>fertile soil</i>	<i>unexpected and sometimes dangerous eruptions</i>	<i>In spring 2019, some residents of Batesville, GA, felt tremors and saw steam or smoke rising from nearby Chimney Mountain!</i>
River			
Lake			
Island			
Swamp			
Mountain			
Canyon			

NAME: _____

FEATURE	DEFINITION	LOCATION	IMPACT
Rivers			
Mountains			
Swamps			
Canyons			
Islands			

NAME:

DBQ Analysis Guide			
Document	Main Points of Document	Agrees / Disagrees With Answer	Why?
Letter from a soldier	Unsure of mission objectives Strongly patriotic	Disagrees strongly	The writer believes ...

ADDITIONAL RESOURCES

- [GPB Physical Features of Georgia VFT User Guide](#)
- [DOE GA Studies Teacher Notes](#)
- [DOE 2nd Grade SS Teacher Notes \(Geographic Regions\)](#)