

## Ft. Frederica Lesson Plan

Grade Level: 8<sup>th</sup>

**Essential Question:** How did the threat of Spanish territories impact Colonial Georgians during the buffer colony period?

**Activating Strategy:** Watch the video of Ft. Frederica or show Power Point

**Teaching Strategy:** This can be on site during a field trip or during class. This is a multi-disciplinary lesson.

GA History – students are given the background of Ft. Frederica using slides from the Power Point; if on site during a walking tour

Science – students are given the following: golf balls (representing grape shot), soft balls (representing grenades), marbles (representing musket shot), and a small bowling ball (representing cannon ball). Students must throw at a designated target and determine relationship between velocity and acceleration; effects of balanced and unbalanced forces on an object

Math – students are given the dimensions of each house in the Power Point. They must figure the area of each. If on site, they can measure the actual dwellings.

Language Arts – students are given the excerpts from Sidney Lanier's *The Marshes of Glynn*. They must compare the poem with what they see at Ft. Frederica in the present and what settlers must have seen when they arrived. Students may create a Venn Diagram for comparison.

### **Summarizing Strategy: 3-2-1**

Give three ways colonists of Frederica had difficulties.

Give two ways Frederica was able to defend the colonies.

Give one way the marshes are the same as when Oglethorpe settled Frederica.

\*\*Did the 3-2-1 ways impact Colonial Georgians during the buffer period?

## Standards Related to Lesson Plan

**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.**

c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.

**SS8H2 The student will analyze the colonial period of Georgia's history.**

a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida.

**S8P3 Students will investigate relationship between force, mass, and the motion of objects.**

a. Determine the relationship between velocity and acceleration.

b. Demonstrate the effect of balanced and unbalanced forces on an object in terms of gravity, inertia, and friction.

**M8N1 Students will understand different representations of numbers including square roots, exponents, and scientific notation.**

b. Recognize the (positive) square root of a number as a length of a side of a square with a given area.

**ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them. The student**

c. Identifies award winning Georgia authors.

d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.

e. Relates literary works created by Georgia authors to historical settings and or events.

f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.