A River Runs Through It (6th and 7th grade)

Big Idea: The History of the Economic Impact of the Savannah River.

SS6E1, SS6E5 and SS6E8: Students will analyze different economic systems
   a. Compare how traditional, command and market economies answer the economic questions of 1-what to produce, 2-how to produce and 3-for whom to produce
   b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command

SS6H6: Students will analyze the impact of European exploration and colonization on various world regions
   a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods and contributions of Prince Henry the Navigator.
   b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa and the Americas.

SS7E1 and SS7E5: Students will analyze different economic systems
   a. Compare how traditional, command and market economies answer the economic questions of 1-what to produce, 2-how to produce and 3-for whom to produce.
   b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

SS7E2: Students will explain how voluntary trade benefits buyers and sellers in Africa
   a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.

Essential Questions

How can we compare traditional, command, market and mixed economies using Georgia as an example?
What are the economic uses of the Savannah River, including slavery and how have they changed over time?
How has the Savannah River been a part of Georgia maritime history?
6th—What influenced James Oglethorpe’s choice to use Savannah for the colonization of Georgia?
7th—How can we compare the different types of trade barriers, such as tariffs, quotas and embargos?

Essential Topical Understandings

Students will use the history and uses of the Savannah River to compare its’ economic impact and influence on the growth and development of Savannah and Georgia. They will discuss the rivers’ involvement in the slave trade and explore the maritime history of the area, including the various ships used in economic trade today. They will also, depending on grade level, determine the influences that caused James Oglethorpe to choose Savannah to start the colony of Georgia or compare the different trade barriers involved in the import and export of goods between countries.

Key Vocabulary

Economy, Traditional Economy, Command Economy, Market Economy, Mixed/Public Economy, Import, Export, Savannah River, Slavery, James Oglethorpe, Ballast, Liberty Ships, Georgia Ports Authority, Dredging, S. S. Savannah 7th only: Tariff, Quota, Embargo, Trade Barrier.

Student Outcomes:

1. I can compare traditional, command, market and mixed economies using Georgia as an example.
2. I can explain the economic uses of the Savannah River, including slavery and discuss how they have changed over time.
3. I can give examples of how the Savannah River has been a part of Georgia’s maritime history.
4. 6th—I can explain why Oglethorpe chose Savannah for the colonization of Georgia.
5. 7th—I can compare the different types of trade barriers, including tariffs, quotas, and embargos.
Resources for Background and Pre/Post Activities

- [http://www.propellerclubsavannah.com/index_files/Page426.htm](http://www.propellerclubsavannah.com/index_files/Page426.htm) (history of the port of Savannah)
- [http://www.youtube.com/watch?v=SFz9ZUoZflg](http://www.youtube.com/watch?v=SFz9ZUoZflg) (you-tube video on the steamship S. S. Savannah)
- [http://www.georgiaencyclopedia.org/articles/history-archaeology/atlantic-slave-trade-savannah](http://www.georgiaencyclopedia.org/articles/history-archaeology/atlantic-slave-trade-savannah) (history of slave trade in Savannah port)