

Standards: English Language Arts

ELAGSE1SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELAGSE1SL5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELAGSE1SL6 Produce complete sentences when appropriate to task and situation.

Social Studies

SS1H1 The student will read about and describe the life of historical figures in American history. b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley.

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1G3 The student will locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian. c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

Science:

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.

c. Give rough estimates of numerical answers to problems before doing them formally.

d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

## CSS Georgia Choice Board

You must complete three projects. Projects, except for crossword/word search may be completed with a partner/team.

<p><b>Verbal Linguistic:</b> Create a Crossword Puzzle/ Word Search using grid paper, outline with thin sharpie when complete. Use vocabulary from CSS Georgia Lessons.</p>	<p><b>Logical/ Mathematical:</b> Create a timeline of the CSS Georgia. Begin with fundraising to Salvage. Create an interactive display to show the Timeline.</p>	<p><b>Visual/Spatial</b> Create a fundraising poster to convince confederate citizens to fund the boat OR current civic leaders to keep the CSS Georgia and artifacts in savannah.</p>
<p><b>Interpersonal</b> Create and present a dialogue between Captain Gwathmey and the Ladies Gunboat Association after the scuttling of the boat took place.</p>	<p><b>Free Choice</b> Create a project to show your expertise on the CSS Georgia. Must be approved by your teacher.</p>	<p><b>Musical/Rhythmic</b> Listen again to the Civil War songs about the Ironclads. Create a song/poem/rap to celebrate the CSS Georgia.</p>
<p><b>Kinesthetic</b> Create a better and more mobile model of the ironclad <b>or</b> design a museum space to house her and her artifacts.</p>	<p><b>Naturalist</b> Create a Tall tale using the story of CSS Georgia. Can you explain</p>	<p><b>Intrapersonal</b> Imagine you are a Confederate soldier serving on the CSS Georgia. Write a series of 3 letters to your Savannah family describing</p>

		your ordeal aboard the Mud Tub.
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Resources:

<http://navylive.dodlive.mil/2015/07/24/a-rare-recovery-css-georgia/>

<http://www.sas.usace.army.mil/Missions/Civil-Works/Savannah-Harbor-Expansion/CSS-Georgia/>

<http://www.civilwar.org/education/history/warfare-and-logistics/warfare/music-of-the-navy.html?referrer=https://www.google.com/>

<http://joshblackman.com/blog/2013/01/09/video-learned-hand-sings-a-ballad-of-american-history/>

<http://www.eyewitnesstohistory.com/ironclads.htm>

Give me a Navy of Iron: <https://www.youtube.com/watch?v=I1leEFhY4HI>

Modern Video of Ironclad:

<https://www.youtube.com/watch?v=GMnEmFW0XPk&index=2&list=PLB47232BA2D76E5B3>

<https://www.youtube.com/watch?v=rc4EdjuCQx8&index=10&list=PLB47232BA2D76E5B3>

CSS Richmond:

<https://www.youtube.com/watch?v=xKcTvdP5dfU&list=PLB47232BA2D76E5B3&index=14>

Video clip from Sahara:

<https://www.youtube.com/watch?v=UPRMHngSAEU&list=PLB47232BA2D76E5B3&index=16>

Documentary on Ironclads:

<https://www.youtube.com/watch?v=85JR7wfUPNY&list=PLB47232BA2D76E5B3&index=12>