



Hardman Farm State Historic Site

Field Trip Standards

Butter Making:

S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.

a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.

b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.

c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).

S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.

a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include color, mass, length, texture, hardness, strength, absorbency, and flexibility.)

b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures.

c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)

Presentation of life now versus in 1870 – 1930:

SSKH3 Correctly use words and phrases related to chronology and time. (Note: These elements should be integrated into discussions about historical events and figures.)

- a. Now, long ago
- b. Before, after
- c. Today, tomorrow, yesterday
- d. First, last, next
- e. Day, week, month, year
- f. Past, present, future

SS5H1 Describe how life changed in America at the turn of the century.

- a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).
- b. Explain how price incentives affect people's behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.
- c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).

- d. Explain how voluntary exchange helps both buyers and sellers (e.g., Gold Rush mining towns).
- e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

Mound and its history:

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

- a. Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.
- b. Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.
- c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
- d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

SS3H1 Describe early American Indian cultures and their development in North America.

- a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast.
- b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
- c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

SS3G3 Describe how physical systems affect human systems.

- a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.
- b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
- c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- c. Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.

Dr. Hardman as a former Governor of Georgia:

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

- a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
- b. Sequoyah (development of a Cherokee alphabet)
- c. Jackie Robinson (sportsmanship and civil rights)
- d. Martin Luther King, Jr. (civil rights)
- e. Juliette Gordon Low (Girl Scouts and leadership)
- f. Jimmy Carter (leadership and human rights)

The Chattahoochee River at the site.

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

- a.** Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
- b.** Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

SS8G1 Describe Georgia's geography and climate.

- a.** Locate Georgia in relation to region, nation, continent, and hemispheres.
- b.** Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c.** 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.
- d.** Analyze the importance of water in Georgia's historical development and economic growth.