



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Individuals and Societies Grade 6 Honors*

<b>Unit title</b>	<i>4- The Influence of Geography on History</i>	<b>MYP year</b>	<i>1</i>	<b>Unit duration (hrs)</b>	<i>15 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DpE Standards**

**Standards**

**SS6H1 Explain conflict and change in Latin America.**

- Describe the influence of African slavery on the development of the Americas.
- Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.
- Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

**SS6H2 Describe Quebec's independence movement.**

**SS6H3 Explain conflict and change in Europe.**

- Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.
- Explain the rise of Nazism including pre existing prejudices, the use of propaganda, and events which resulted in the Holocaust.
- Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

**SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.**

**SS7H1 Analyze continuity and change in Africa.**

- Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.
- Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.
- Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

**SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

- a. Explain how European partitioning in the Middle East following WWI led to regional conflict.
- b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).
- d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**SS7H3 Analyze continuity and change in Southern and Eastern Asia.**

- a. Describe how nationalism led to independence in India.
- b. Describe the impact of Mohandas Gandhi's belief in nonviolent protest.
- c. Explain the role of the United States in the rebuilding of Japan after WWII.
- d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
14. formulate appropriate research questions
17. interpret political cartoons

**Map and Globe Skills:**

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps

**SS Reading Standards 6-8:**

**RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RHSS3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**RHSS4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RHSS6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**RHSS7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RHSS8:** Distinguish among fact, opinion, and reasoned judgment in a text.

**RHSS9:** Analyze the relationship between a primary and secondary source on the same topic.

### **SS Writing Standards 6-8:**

**WHST1:** Write arguments focused on discipline-specific content.

**WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

**WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
<b>Change</b> is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	Causality (causes and consequences) Power Conflict	<b>Identities and Relationships</b> Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
<b>Statement of inquiry</b>		
Perceived power and privilege can lead to conflict or cooperation, which causes change.		
<b>Inquiry questions</b>		
<b>Factual—</b>  What is imperialism? What events in each region led to change? Why do people move to major cities in Latin America? Who were the indigenous people of Australia and how were they affected by the arrival of the British?		

What does partitioning mean?  
What are the primary reasons why European countries were interested in partitioning Africa?  
What was the Pan-African movement?  
Who led India's fight for independence using non-violent protests?  
What was the United States trying to contain when it became involved in the Korean and Vietnam wars?



#### **Conceptual—**



How was Imperialism both good and bad for the region colonized?  
How did European wars cause change?  
How did changes in Russia affect other communist countries in Europe?  
How did imperialism lead to modern conflicts?  
How does movement and migration change a country's culture?  
How does conflict lead to change in a society?  
Why do people in Quebec want independence?  
How does Australia's society reflect the influence of the British?  
How did nationalism lead to independence in Kenya and Nigeria?  
How did the European partitioning of Africa contribute to conflict, civil war, and artificial political boundaries in Africa today?  
How did India achieve independence from Great Britain?  
How did the United States help rebuild Japan after WWII?  
How did Mao Zedong's Great Leap Forward and Cultural Revolution impact the development of China?  
How did the event at Tiananmen Square in 1989 affect the citizens of China?  
Why was the nation of Israel formed in 1948?  
Why do land and religion cause conflict in Southwest Asia?  
Why is the United States involved in Southwest Asia Conflicts?

#### **Debatable-**

In what ways would the world be different if nations had not colonized other nations?  
Can one event change the world? Why or why not?  
Should Quebec become its own country? Why or why not?  
How can Australia's government assure equal protection and rights for indigenous people (explain)?  
How would South Africa be different today if apartheid never came to an end?  
How would Africa be different today if the Pan-African movement was successful?  
Should the United States have helped rebuild Japan after WWII?  
Should the United States have been involved in the Korean and Vietnam Wars?  
Should the United States be involved in Southwest Asian conflicts?  
Was the establishment of Israel fair?  
Should the Kurds be given their own nation?

MYP Objectives	Assessment Tasks	
What specific MYP <b>objectives</b> will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
Criterion A. Knowing and Understanding Criterion C. Communicating Criterion D: Thinking critically	<b>DBQ/Case Study:</b> Students will explore the causes and impact of Imperialism in the Modern World- through analysis of primary and secondary source documents.	<b>Formative Assessment(s):</b> DBQ Case Study Final Task Quebec Independence Paragraph Exploring Nazi Propaganda Time Periodn Task Learning Activity: Canada and Australia Learning Activity: Southeast and Southwest Asia <b>Summative Assessment(s):</b> Unit 3 Summative Assessment in AMP App
Approaches to learning (ATL)		
<b>Category:</b> Communication <b>Cluster:</b> Communication Skills <b>Skill Indicator:</b> Students combine knowledge of Imperialistic policies to provide evidence of the impacts on the modern world. (Suggested CASE STUDY)		

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS6H2: Describe Quebec's Independence movement.	 Quebec Independence Learning Activity Students will complete a Chart for Quebec's independence: For or Against chart. Students will use the information from their notes and the chart to pick a side and write a 4-6 sentence paragraph to support their viewpoint.	* Students can work in groups or individual learning. *Notes and graphic organizers *Students can go further with a debate
<b>SS6H1 Explain conflict and change in Latin America.</b> a. Describe the influence of African slavery on	 Cultural History Board Create a history board that shows how the Portuguese, Spanish, and Africans influenced the	Usage of graphic organizer along with text to pictures.

the development of the Americas. b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.	development of Latin America. Draw or create an image and write a brief description for each caption.	
<b>SS6H3- Explain conflict and change in Europe.</b> a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.	 Rise of Nazism Learning Experience Honors Studnets will utilize primary and secondary sources to gain understanding of the beliefs of the Nazi Party and circumstances in the German poltical system that led to its rise.	*Students can have class/group discussions on the evolution of the Nazi Party. *primary document analysis *combination of teacher driven and group *reading comprehension and expansion of vocabulary
<b>SS6H3- Explain conflict and change in Europe.</b> b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and the events which resulted in the Holocaust.	 Exploring Nazi Propaganda Students will use high DOK (depth of knowledge) level thinking skills to analyze the use and the ultimate effects of the use of Nazi Propaganda.	*Students can have class/group discussion about the use of propaganda *primary document analysis *combination of student driven, teacher facilitation
<b>Content Resources</b>		