



Marietta City Schools

2023–2024 District Unit Planner

Individuals and Societies Grade 8 Advanced Studies

Unit title	U5- Georgia's Future of Hope	MYP year	3	Unit duration (hrs)	18.75 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SS8H10 Evaluate key post-World War II developments in Georgia.

- Explain how technology transformed agriculture and created a population shift within the state.
- Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. affected the state.
- Describe the relationship between the end of the white primary and the 1946 governor's race.

SS8H11 Evaluate the role of Georgia in the modern civil rights movement.

- Explain Georgia's response to Brown v. Board of Education including the 1956 flag and the Sibley Commission.
- Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
- Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

SS8H12 Explain the importance of developments in Georgia since the late 20th century

- Explain how the continued development of Atlanta under mayors Maynard Jackson and Andrew Young affected the state.
- Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.
- Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia's economic and population growth.
- Analyze Georgia's role in the national and global economy of the 21st Century, with regard to tourism, Savannah port expansion, and the film industry.

Concepts/Skills to be Mastered by Students

1. compare similarities and differences
2. organize items chronologically
4. distinguish between fact and opinion
5. identify cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
10. analyze artifacts
11. draw conclusions and make generalizations

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
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 event
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills:

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: 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.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Literacy Skills:

L6-8WHST1: Write arguments focused on discipline-specific content.

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: 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.

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Key concept	Related concept(s)	Global context
<p>Time, Place, and Space is an intrinsically linked concept of time, space and place that refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”). For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future.</p>	<p>Disparity and Equity Perspective Innovation and Revolution</p>	<p>Orientation in Space and Time: What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>

Statement of inquiry

Dynamic situations lead to innovation, changing relationships, and the development of a society.

Inquiry questions

Factual-
 What roles did the following play in the Civil Rights Movement: Martin Luther King, Jr., John Lewis, Lester Maddox, SNCC and SCLC, Albany Movement and March on Washington?
 What contributions did Maynard Jackson and Andrew Young make to Georgia during their time as Mayor of Atlanta?
 What roles has Jimmy Carter had in Georgia, the US and the world?

Conceptual—
 How did agricultural advancements change farming in Georgia?
 Why did many Georgia farmers
 How did the contributions of Hartsfield and Allen Jr. impact Georgia?
 How are the end of the white primary and the 1946 governor’s race related?
 What is the relationship between Brown v. BOE, the 1956 flag and Sibley Commission?
 How did the contributions of mayors Maynard Jackson and Andrew Young affect the state?.
 How have Jimmy Carter’s contributions impacted others?
 What were the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population grow.

Debatable-
 What do the end of the white primary and the 1946 governor’s race tell us about race relations in Georgia?
 Why would many Georgians oppose and/or support the Supreme Court decision in Brown vs. BOE and the Civil Rights Act of 1964?
 Are all of the advancements in Georgia following WWII positive?
 Evaluate the short-term and long-term impacts of hosting the 1996 Olympics on Georgia’s economic and population growth.
 Should Georgia host the Olympics in the future?

MYP Objectives	Assessment Tasks
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What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p>Criterion A: Knowledge and Understanding Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Who's Who Georgia Superlatives: Students will nominate and write an expose about each of the eight individuals in the unit to represent the <i>Who's Who of Georgia Edition</i> of Georgia Magazine.</p>	<p>Formative Assessment(s): SS8H10 Common Checkpoint SS8H11 Common Checkpoint SS8H12 Common Checkpoint</p> <p>Summative Assessment(s): Who's Who Georgia Superlative</p>

Approaches to learning (ATL)

<p>Category: Communication Cluster: Communication Skill Indicator: Students will structure information in the form of a summary and report to communicate their reasons for each superlative nomination based on their knowledge of each individual..</p> <p>Category: Thinking Cluster: Critical Thinking Skill Indicator: Students will analyze their knowledge and understanding of the individuals to identify evidence and make an informed decision for each superlative nomination.</p>
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Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SS8H11 Evaluate the role of Georgia in the modern civil rights movement. a. Explain Georgia's response to Brown v. Board of e education including the 1956 flag and the Sibley Commission. b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events</p>	<p>Civil Rights Movement Project- Students will determine the problem at the center of the Modern Civil Rights Movement (1950s-1960s) and what the problem was at the center of the Civil Rights Movement? They will show the connections between the people, places and events of the Civil Rights Movement (1950s-1960s). Students will create a problem statement (<i>thesis statement</i>) that sums up the central issue of the Civil Rights Movement.</p>	<p>Critical Thinking</p>

(Albany Movement and March on Washington) in the Civil Rights Movement.		
Content Resources		
Discovery Education Experience (searchable by subject- login required: student Google Email) SS 8th Grade Teacher Notes DoE SS 8th Grade inspire Site		