



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies Grade 8

Unit title	Unit 3: New Georgia	MYP year	3	Unit duration (hrs)	22.5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SS8H5 Analyze the impact of the Civil War on Georgia.

- Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.
- Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville

SS8H6 Analyze the impact of Reconstruction on Georgia.

- Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
- Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.
- Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.
- Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
- Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

- Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
- Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence, including the 1906 Atlanta Riot.
- Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
- Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.

- Describe Georgia's contributions to World War I.
- Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- Describe Eugene Talmadge's opposition to the New Deal Programs.

- d. Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.
- e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

SS8H9 Describe the role of Georgia in WWII.

- a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
- b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.
- c. Explain the economic and military contributions of Richard Russell and Carl Vinson.

Concepts/Skills to be Mastered by Students

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
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills:

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 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
- 9. construct charts and tables
- 10. analyze artifacts
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams
- 15. determine adequacy and/or relevancy of information
- 16. check for consistency of information
- 17. interpret political cartoons

Literacy 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

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS6: 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).

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

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

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

L6-8WHST8: 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.

L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
Change 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.	Revolution Resources Innovation	Globalization and Sustainability How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the Opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.
Statement of inquiry		
Societies change due to innovation and revolution with resources that impact identities and relationships		
Inquiry questions		
<p>Factual</p> <p>What was the Bourbon Triumvirate?</p> <p>What were Henry Grady's contributions to Georgia?</p> <p>What was the purpose of the International Cotton Exposition?</p> <p>What political party emerged during this time period?</p> <p>What was the Plessy vs. Ferguson ruling?</p> <p>What individuals worked to advance the rights of African Americans or Blacks?</p> <p>What is antisemitism?</p> <p>What led the US into WWI?</p> <p>What contributions to WWI did Georgia's people make?</p> <p>What economic conditions worsened the Depression in Georgia?</p> <p>Conceptual</p> <p>How did the Bourbon Triumvirate affect Georgia's government?</p> <p>How did Henry Grady inform others about changes in Georgia after Reconstruction and the Civil War?</p> <p>How did the International Cotton Exposition bring attention to Georgia?</p> <p>How did the Populist Party Platform affect Georgia?</p>		

How were rights of African Americans or Blacks denied?

How did individuals seek advancements for African Americans or Blacks?

How did the Leo Frank case represent denial of rights for minority groups?

How are anti-Semitism and Jim Crow similar?

How did WWI affect Georgia?

How did the New Deal help improve economic conditions?

How did FDR's relationship with Georgia help the state?

Why did Eugene Talmadge oppose New Deal Programs?

Debatable

Who was responsible for Jim Crow?

What could/should have been done to protect the rights of all Americans?

How might the war have ended differently if America stayed neutral?

Should the US have joined WWI?

Were the long-term effects of the New Deal worth it?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p>Criterion A: Knowing and Understanding</p> <p>Criterion C: Communicating</p> <p>Criterion D: Communicating</p> <p>Criterion A: Knowing and Understanding</p> <p>Criterion C: Communicating</p> <p>Criterion D: Communicating</p>	<p>DBQ: What caused Georgia to Secede?</p> <ul style="list-style-type: none"> • Student DBQ Document • MYP Rubric for Grading • Student DBQ Document 	<p><u>Formative Assessment(s):</u></p> <p>SS8H5 Checkpoint</p> <p>ss8H6 Checkpoint</p> <p>SS8H7 Checkpoint</p> <p>SS8H8 Checkpoint</p> <p>SS8H9 Checkpoint</p> <p><u>Summative Assessment(s):</u></p> <p>What caused Georgia to secede the union DBQ</p>

Approaches to learning (ATL)		
<p>Category: Communication Cluster: Communication Skills Skill Indicator: In order for students to demonstrate communication through language, students must read critically and for comprehension.</p> <p>Category: Thinking Cluster: Transfer Skills Skill Indicator: Students will use knowledge and skills to transfer understandings of Georgia's secession from the Union in an original work.</p> <p>Category: Reflection Cluster: Reflection Skills Skill Indicator: Students will reflect upon the works of Booker T. Washington and W.E.B DuBoise and consider ethical, cultural and environmental implications for who they believe had the better plan for America.</p> <p>Category: Thinking Cluster: Transfer Skills Skill Indicator: Students will use knowledge and skills to transfer understandings of Georgia's secession from the Union in an original work.</p>		

<u>Learning Experiences</u> Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840. a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.	Georgia's Capitals On the Move Students investigate the past Georgia capitals and make connections to the westward movement of the capitol city to Georgia's expanding borders. They will complete a graphic organizer showing information about the capital cities. <ul style="list-style-type: none"> • Georgia's Capitals On the Move (Student handout) • Georgia's Land Area Expands Georgia Studies Book Online • PMI Chart 	Georgia's Capitals On the move Differentiated Georgia's Historic Capitals_New Georgia Encyclopedia

	Georgia's Depression H8b U3 Loss of Cotton	
Content Resources		
<p>Support Resources:</p> <p>DoE SS 8th Grade inspire Site</p> <p>DoE 8th Grade Milestone Study Guide</p> <p>DoE 8th Grade Milestone Achievement Level Descriptors for Parents</p> <p>SS 8th Grade Teacher Notes</p> <p>SS 8th Grade Student Notes/Text</p> <p>Discovery Education Experience (searchable by subject- login required: student Google Email)</p>		