



## Marietta City Schools

### 2023–2024 District Unit Planner

*Individuals and Societies: Ethnic Studies*

Unit title	<i>Unit 3 Building Community: Opportunity for Advancement, Innovations, and Contributions</i>	Unit duration (hours)	<i>16.5 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

#### GA DoE Standards

##### Standards:

- 7. Evaluates the contributions of Native Americans to American culture.
- 9. Describes the impact of western European groups on the political, economic, social and cultural life within the United States.
- 11. Describe the impact of eastern and southern European groups on the political, economic, social, and cultural life within the United States.
- 15. Examines the contributions Hispanics have made to the United States.
- 19. Evaluates the contributions African Americans have made to American culture.
- 22. Describes the impact of Asian Americans on the political, economic, social, and cultural life within the United States.
- 25. Describes the impact of Middle Easterners on the political, economic, social and cultural life within the United States.
- 28. Identifies individuals and their contributions in areas of endeavors (e.g. inventors, scientists, and educators).

##### Information Processing Skills:

- 11. draw conclusions and make generalizations

##### Literacy Standards:

- RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RHSS6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RHSS9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Essential Questions

### Factual

What are some cultural contributions from the following:

- Native American/American Indian
- Eastern and Western European Americans
- African Americans
- Hispanic Americans
- Asian Americans
- Arab Americans

### Conceptual

What are the commonalities and differences among each of the following groups as it relates to Opportunity and Advancement /Innovation and Contribution?

- Native American/American Indian
- Eastern and Western European Americans
- African Americans
- Hispanic Americans
- Asian Americans
- Arab Americans

### Debatable

To what extent have the following groups affected the past and present of the United States?

- Native American/American Indian
- Eastern and Western European Americans
- African Americans
- Hispanic Americans
- Asian Americans
- Arab Americans

Assessment Tasks		
<i>List of common formative and summative assessments.</i>		
<p><b><u>Formative Assessment(s):</u></b></p> <p>Discussion post Warm up Ticket out the doors Mentimeters Q&amp;A from readings Discussions</p> <p><b><u>Summative Assessment(s):</u></b></p> <p>Opportunity and Advancement and Innovations / Contributions reflection and research project</p>		

<p><b><u>Learning Experiences</u></b></p> <p>Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	<p><b>Personalized Learning and Differentiation</b></p> <p>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.</p>
<b>All stated objectives</b>	Scholars will create a reflection and research project where the opportunity and advancement and innovations and contributions.	Scholars that have IEP or 504 will receive additional time to complete research.
<b>All stated objectives</b>	Scholars will research an invention/innovation by Native American, Middle Eastern, Hispanic or African American in independent or collaborative groups that made significant contributions to American society.	Scholars that have IEP or 504 will receive additional time to complete research and present findings.

Content Resources		
<a href="#">Much More Than Code Talking – The Role of Native Americans in World War II Article</a>  <a href="#">Story of Joe MedCrow during WWII video</a>  <a href="#">10 Things You Wouldn't Have Without Native Americans</a>  <a href="#">16 Famous Native American Actors, Politicians, and Artist Today</a>  <a href="#">Famous European Immigrants and their Contributions</a>  <a href="#">Latinos in WWII</a>  <a href="#">Anthony Acevedo's diary: The 'forgotten' Hispanics of WWII</a>  <a href="#">11 Latino Contributions to U.S. History Slideshow</a>  <a href="#">24 Famous Hispanic Americans Who made History</a>  <a href="#">Famous Hispanic Entrepreneurs</a>  <a href="#">The Untold impact of African Culture on American Culture</a>  <a href="#">The Proud Legacy of the Buffalo Soldiers</a>  <a href="#">The Harlem Hell fighters</a>  <a href="#">Famous African American Entrepreneurs</a>  <a href="#">Daniel Inouye: A Japanese American Soldier's Valor in World War II</a>  <a href="#">Inouye in WWII Video Clip</a>  <a href="#">The History of Asian Cuisine in the United States</a>		

[Chinese Food Saved San Francisco Video](#)

[Asian American Entrepreneurs](#)

[Arab Americans in the United States Military ArticleArab American Museum.org site](#)

[25 Influential American Muslims](#)