



Marietta City Schools

2024–2025 District Unit Planner

Individuals and Societies Grade 8 Advanced Studies

Unit title	<i>U2- Georgia, Origins and Changes</i>	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?*

GA DoE Standards

Standards

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

- Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
- Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- 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.

SS8H2 Analyze the colonial period of Georgia's history.

- Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
- Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
- Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
- Give examples of the kinds of goods and services produced and traded in colonial Georgia.

SS8H3 Analyze the role of Georgia in the American Revolutionary Era.

- Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
- Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.
- Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.
- Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

- Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.
- Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
- Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- Describe the role of William McIntosh in the removal of the Muscogee (Creek) from Georgia.

e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

SS8G1 Describe Georgia's geography and climate.

D. Analyze the importance of water in Georgia's historical development and economic growth.

Marietta City Schools Gifted Standards:

S1C. Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

S2A. Recognize and evaluate how the process of creative thinking improves ideas, products, and solutions to problems.

S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

S4E. Use a variety of multi-media and innovative technologies as tools to effectively communicate the individual or collaborative group work.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. identify issues and/or problems and alternative solutions
2. Organize items chronologically
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
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
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
17. interpret political cartoons

Map and Globe Skills:

2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
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
- 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Skills

6-8 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.

L6-8RHSS3: 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).

6-8RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8RHSS6 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).

6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6-8RHSS8 Distinguish among fact, opinion, and reasoned judgment in a text.

L6-8RHSS3: 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).

6-8WHSS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

6-8WHSS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8WHSS5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6-8WHSS6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

6-8WHSS8 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.

6-8WHSS9 Draw evidence from informational texts to support analysis, reflection, and research.

L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Key concept		Related concept(s)	Global context
<p>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. For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.</p>		<p>Causality Culture Interdependence</p>	<p>Fairness and Development What are the consequences of our common Societies changing due to innovation and revolution with and among resources that impact identities and relationships humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

Statement of inquiry

Societies change due to innovation and revolution with and among resources that impact identities and relationships

Inquiry questions

Factual—

1. What was the culture of the Mississippian Indians (tools, weapons, food, housing)?
2. What are three reasons Georgia was established and settled?
3. What individuals were important in the founding of the Georgia colony?
4. What events led to Georgia becoming a Royal Colony?
5. What impact did the French and Indian War have on Georgia?
6. What actions of Parliament upset the Colonists in America?
7. What are the three parts of the Declaration of Independence?
8. Who were the Georgia signers of the Declaration of Independence?
9. What were the major weaknesses of the Articles of Confederation?
10. What impact did the headright system have on Georgia?
11. What was the purpose of the Land Lottery?
12. What was the result of the Yazoo Land Fraud?
13. What new technologies affected Georgia's economy?
14. What were Georgia's capital cities?
15. What event led to the Creek removal?
16. What event led to the Cherokee removal?

Conceptual—

1. How does location influence human behaviors in a region?
2. How does geography determine the culture of groups?
3. How did life for the Mississippian Indians change?
4. How did the colony support the English economic plan of mercantilism?
5. How were a Trustee colony and a Royal colony different?
6. How did the groups that migrated to colonial Georgia influence the Colony?
7. How do Loyalists and Patriots differ?
8. How did the American Revolution impact Georgia?
9. What is the meaning of the Declaration of Independence?
10. Why did the Spanish travel to the New World?
11. Why did the English travel to the New World?
12. How were Loyalists and Patriots influential in the colony of Georgia?
13. How did the weaknesses of the Articles of Confederation impact the colonies?
14. How did changing land policies affect Georgia's population?

15. How did the cotton gin impact Georgia's economy?
16. Why was the University of Georgia established?
17. Why was Georgia's capital city moved five times?
18. How were the Creek and Cherokee removals different?

Debatable-

1. What could happen when two distinct cultures meet?
2. Justify your feelings about this quote, "Peace is not absence of conflict, it is the ability to handle conflict by peaceful means." -President Ronald Reagan
3. Was Georgia a success or a failure as a Trustee colony?
4. Which factor leading to the Revolution was most significant?
5. How might Georgia have been different if the colonists did not win the Revolution?
6. Were the changes during this time positive for Georgia? Explain
7. Would Georgia be different today if the Creek and Cherokee Removals had not happened?

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>
Criterion A: Knowledge and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically	Children's Book About Georgia- Students will work in pairs to create a children's book about early Georgia for 2nd grade students. This book will also include a review and summary of the Georgia Regions. MMS will partner with MCS Elementary Schools to share their books.	Formative Assessment(s): Checkpoint 4: SS8H2 Checkpoint 5: SS8H3 Checkpoint 6: SS8H4 Summative Assessment(s):
Approaches to learning (ATL)		
Category: Cluster: Skill Indicator:		

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SS8H1: Evaluate the impact of European exploration and settlement on American Indians in Georgia.</p> <p>a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.</p> <p>c. Evaluate the impact of Spanish contact on American Indians, including the exploration of Hernando DeSoto and the establishment of Spanish missions along the barrier islands.</p>	<p>Body Biography: Early Georgia: https://docs.google.com/document/d/1B0YX4m12xMLZff7NrmkVcF5IP4USDAY2gcnMSJE_hQ/edit</p> <p>Students will complete a diagram of a person- Mississippian Indian or Hernando de Soto. Every aspect of the individual will demonstrate their comprehension of the key aspect of the standard.</p>	<p>Higher order thinking . Utilize small group instruction Preview new vocabulary Provide a partially completed graphic</p>
<p>SS8H2: Analyze the colonial period of Georgia’s history</p> <p>a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).</p> <p>c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.</p>	<p>Task Rotation: https://drive.google.com/drive/u/0/folders/1fjs4bsr-x4j94LOFEIf6Ljr8CIN-JC</p> <p>Students will complete a task rotation analyzing the colonial period of Georgia, its Charter system, and the role of the diverse groups that came to Georgia to help develop the colony.</p>	<p>Higher order thinking . Utilize small group instruction Preview new vocabulary Provide a partially completed graphic</p>
<p>SS8H2: Analyze the colonial period of Georgia’s history</p> <p>a. Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).</p> <p>b. Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff. The positive relationship between Oglethorpe, Tomochichi and Musgrove was essential to the development</p>	<p>Student Choice: https://drive.google.com/drive/u/0/folders/1C_b6rXP4K1uqv0nflWUsOuVbC0LAGd7K</p> <p>After reading a variety of primary and secondary sources the students will have a choice to either create a travel brochure or a newscast to demonstrate their comprehension of the content and the standard.</p>	<p>Higher order thinking . Preview new vocabulary Provide a partially completed graphic Paper copies of reading material</p>

<p>c.Evaluate the role of diverse groups (Jews, Salzburger, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.</p> <p>d.Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.</p> <p>e.Give examples of the kinds of goods and services produced and traded in colonial Georgia.</p>		
<p>SS8H3: Analyze the role of Georgia in the American Revolutionary Era.</p> <p>a.Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.</p> <p>b.</p>	<p>Stamp Act Political Cartoon:</p> <p>Create a political cartoon, with a summary explanation of the act. The summary will be linked to one other act that led to the American Revolution.</p>	
Content Resources		
<p>GPB Georgia Studies Digital Techbook</p> <p>Rosen Learning Online Textbook (login required: USR- mariettams PWD- georgia)</p> <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>		

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>	<p>N/A</p>	<p>N/A</p>
<p>Summative(s) Assessment:</p>	<p>N/A</p>	<p>N/A</p>
<p>Plan to address issues or concerns noted:</p>	<p>N/A</p>	

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:	N/A	N/A	N/A
LE 2:	N/A	N/A	N/A
LE 3:	N/A	N/A	N/A
Plan to address issues or concerns noted:	N/A		

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I:	Criteria II:	Criteria III:
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	<p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>	<p>Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
Resource:	N/A	N/A	N/A
Plan to address issues or concerns noted:	N/A		

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures: