



Marietta City Schools

2024–2025 District Unit Planner

Grade 8 Georgia Studies Honors

Unit title	MYP year	Unit duration (hrs)
<i>Unit 3: Tumultuous Times in Georgia</i>	3	22.5 hours

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Unit 3a.

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.

Unit 3b

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

- a. Describe Georgia's contributions to World War I.
- b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- c. 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.

Marietta City Schools Gifted Standards:

S6B. Establish and work toward short and long term goals.

S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

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
<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>Conflict Globalization Causality (Causes and Consequences)</p>	<p>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 inter-connectedness; the impact of decision-making on humankind and the environment.</p>

Statement of inquiry

The consequences of local and global events including conflict and crisis can lead to change to relationships among individuals and groups within the society.

Inquiry questions

- Factual—**
- Why did Georgia Secede?
 - What events led to the Civil War?
 - What were the 13th, 14th, and 15th Amendments?
 - What plans existed for bringing the South back into the Union?
 - What was the Bourbon Triumvirate?
 - What were Henry Grady’s contributions to Georgia?

What was the purpose of the International Cotton Exposition?
What was the Plessy vs. Ferguson ruling?
What individuals worked to advance the rights of African Americans or Blacks?
What contributions to WWI did Georgia's people make?
What economic conditions worsened the Depression in Georgia?
How did Georgia contribute to WWII?
What were the purposes of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.

Conceptual—

How did secession impact Georgia?
How did the events (slavery, states rights, Compromise of 1850, Dred Scott Case, Election of 1860) lead to the Civil War?
How did some groups in the South respond to the Reconstruction Amendments?
How did the Bourbon Triumvirate affect Georgia's government?
How did Henry Grady inform others about changes in Georgia after Reconstruction and the Civil War?
How did the International Cotton Exposition bring attention to Georgia?
How did the Populist Party Platform affect Georgia?
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?
How did the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards impact the GA economy?
How did the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyard contribute to Allied Victory in WWII?

Debatable-

Should Georgia have seceded from the Union?
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?
What Georgia contribution most benefited Americans during WWII?
What position would you have taken during this time in Georgia history?
Were advancements after WWII beneficial to all Georgians?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
<p>Criterion A: Knowledge and Understanding</p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking Critically</p>	<p>Civil War Diorama</p> <p>In pairs, students will create a Civil War Diorama. They will research about the following events and will create a 3-D scene that includes the 5W's:</p> <p>Dred Scott case, Abraham Lincoln's Election of 1860, the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.</p> <p>Also, students will write a summary explaining the impact of the Civil War on Georgia using the key events from SS8H5.</p>	<p><u>Formative Assessment(s):</u></p> <p>SS8H5 Common Checkpoint</p> <p>SS8H6 Common Checkpoint</p> <p>SS8H7 Common Checkpoint</p> <p>SS8H8 Common Checkpoint</p> <p>SS8H9 Common Checkpoint</p> <p><u>Summative Assessment(s):</u></p> <p>MYP Document Guided Inquiry</p> <p>Midterm</p>
Approaches to learning (ATL)		
<p>Category: Reflection</p> <p>Cluster: Reflection Skills</p> <p>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>		

<u>Learning Experiences</u>		
Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation

<p>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.</p>	<p>WWII Museum Box</p> <p>Students will work in stations examining artifacts and primary and secondary sources. Students will write an analysis of one of the artifacts.</p>	<p>Differentiated groups Choice of presentation style</p>
<p>SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era. a. 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.</p>	<p>Atlanta Cotton Exposition Students will work in groups to solve the problem of excess cotton in the Reconstruction era of the south. They will create and build a new product, advertise, and present at “Cotton Exposition.”</p>	<p>Choice of project Differentiated groups Choice of presentation based on learning style</p>
<p>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression. 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.</p>	<p>New Deal Task Rotations</p> <p>Students will work to complete the rotations. Each rotation covers a different IB criterion.</p>	<p>Differentiated groups</p>
Content Resources		