



## Marietta City Schools

### 2024–2025 District Unit Planner

#### Grade 8 Individuals and Societies

<b>Unit title</b>	<b>Unit 5: Developing Georgia</b>	<b>MYP year</b>	<b>3</b>	<b>Unit duration (hrs)</b>	<b>18.75 Hours</b>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

#### GSE 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.

##### **Information Processing Skills:**

- 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

**Reading 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.

L6-8RHSS7: 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><b>Change</b> 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.</p>	<p>Disparity Equality</p>	<p><b>Identities and Relationships</b> Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>
<b>Statement of inquiry</b>		
<p>Change promotes disparity and equality which challenges identities and relationships.</p>		
<b>Inquiry questions</b>		
<p><b>Factual—</b></p> <p>What advancements supported farming and agriculture in Georgia?</p> <p>What contributions did William Hartsfield and Ivan Allen Jr. make to Georgia?</p> <p>What was the white primary?</p> <p>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?</p> <p>What contributions did Maynard Jackson and Andrew Young make to Georgia during their time as Mayor of Atlanta?</p> <p>What roles has Jimmy Carter had in Georgia, the US and the world?</p> <p>What are Georgia’s four transportation systems?</p> <p>What industries have contributed to Georgia’s economic growth?</p> <p><b>Conceptual—</b></p> <p>How did Americans become involved in WWII?</p> <p>Why did many Americans want to remain neutral during WWII?</p>		

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?

What contributions did Russell and Vinson make during WWII and how did they impact Georgia?

How did agricultural advancements change farming in Georgia?

Why did many Georgia farmers

**Debatable-**

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

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	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
<b>SS8H12 Explain the importance of developments in Georgia since the late 20th century.</b> A: Knowing and understanding B: Investigating C. Communicating	<a href="#">H12 Culminating Task</a> - Whenever students learn new things our brain makes connections to other things we already know. You will create a visual map that shows how your brain connects the terms from standard SS8H12. Your end result will be something like a web. Make your map look unique and artistic	<b>Formative Assessment(s):</b> SS8H10 Common Checkpoint SS8H11 Common Checkpoint SS8H12 Common Checkpoint  <b>Summative Assessment(s):</b>

**Approaches to learning (ATL)**

**Category:** Thinking  
**Cluster:** Transfer Skills  
**Skill Indicator:** Students combine knowledge, understanding and skills to produce an informational writing with cited evidence about Georgia’s contributions to WWII.

**Learning Experiences**  
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SS8H10 Evaluate key post-World War II developments in Georgia.</b>  c. Describe the relationship between the end of the white primary and the 1946 governor’s race.	<b>End of the White Primary</b>  <a href="#">End of the White Primary Slide Presentation</a> <a href="#">End of the White Primary New American Lecture Notes</a>	Small group Tic Tac Go

### Content Resources

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)

[SS 8th Grade Teacher Notes](#)

[DoE SS 8th Grade inspire Site](#)