



## Marietta City Schools

### 2024–2025 District Unit Planner

Individuals and Societies Grade 8 Advanced Studies

Unit title	U2- Explorations and Colonization	MYP year	3	Unit duration	2 weeks
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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.**

- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- c. 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.**

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

**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 the 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
<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. 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.	Causality Culture Interdependence	<b>Fairness and Development</b> 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.
<b>Statement of inquiry</b>		
Societies change due to innovation and revolution with and among resources that impact identities and relationships		
<b>Inquiry questions</b>		
<b>Factual—</b> <ol style="list-style-type: none"> <li>What are three reasons Georgia was established and settled?</li> <li>What individuals were important in the founding of the Georgia colony?</li> <li>What events led to Georgia becoming a Royal Colony?</li> <li>What impact did the French and Indian War have on Georgia?</li> </ol>		

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?

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?

MYP Objectives	Assessment Tasks	
What specific MYP <b>objectives</b> will be addressed during this unit?	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
Criterion A: Knowledge and Understanding  Criterion D. Thinking Critically	H2 Museum Exhibit and Walking Tour	<b>Formative Assessment(s):</b> SS8H1 Common Formative Assessment SS8H2 Common Formative Assessment  <b>Summative Assessment(s):</b> Unit 2 Common Summative Assessment
Approaches to learning (ATL)		
Category: Thinking Skills		

**Cluster:** Transfer

**Skill Indicator:** Students think critically by identifying the main points of ideas, events, and visual representation of early Georgia cities and the fall line.

<b><u>Learning Experiences</u></b> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SS8H1: Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b>  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.	<b>Body Biography: Early Georgia:</b> <a href="https://docs.google.com/document/d/1B0YX4m12xMLZfF7NrmkVcF5IP4USDAY2gcnMSJe_hQ/edit">https://docs.google.com/document/d/1B0YX4m12xMLZfF7NrmkVcF5IP4USDAY2gcnMSJe_hQ/edit</a>  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.	Higher order thinking . Utilize small group instruction Preview new vocabulary Provide a partially completed graphic
<b>SS8H2: Analyze the colonial period of Georgia's history</b> a.Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). c.Evaluate the role of diverse groups (Jews, Salzburger, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.	<b>Task Rotation:</b> <a href="https://drive.google.com/drive/u/0/folders/1fs4bsr-x4j94LOFEIfI6Ljr8CIN-JC">https://drive.google.com/drive/u/0/folders/1fs4bsr-x4j94LOFEIfI6Ljr8CIN-JC</a>  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.	Higher order thinking . Utilize small group instruction Preview new vocabulary Provide a partially completed graphic
<b>SS8H2: Analyze the colonial period of Georgia's history</b> a.Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense). b.Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.	<b>Student Choice:</b> <a href="https://drive.google.com/drive/u/0/folders/1C_b6rXP4K1uqv0nflWUsOuVbC0LAGd7K">https://drive.google.com/drive/u/0/folders/1C_b6rXP4K1uqv0nflWUsOuVbC0LAGd7K</a>  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.	Higher order thinking . Preview new vocabulary Provide a partially completed graphic Paper copies of reading material

<p>The positive relationship between Oglethorpe, Tomochichi and Musgrove was essential to the development</p> <p>c.Evaluate the role of diverse groups (Jews, Salzburgers, 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>		
Content Resources		
<p><a href="#">GPB Georgia Studies Digital Techbook</a></p> <p><a href="#">Rosen Learning Online Textbook</a> (login required: USR- mariettams PWD- georgia)</p> <p><b>Support Resources:</b></p> <p><a href="#">DoE SS 8th Grade inspire Site</a></p> <p><a href="#">DoE 8th Grade Milestone Study Guide</a></p> <p><a href="#">DoE 8th Grade Milestone Achievement Level Descriptors for Parents</a></p> <p><a href="#">SS 8th Grade Teacher Notes</a></p> <p><a href="#">SS 8th Grade Student Notes/Text</a></p> <p><a href="#">Discovery Education Experience</a> (searchable by subject- login required: student Google Email)</p>		