



Marietta City Schools

2025-2026 District Unit Planner

Individuals and Societies Georgia Studies Grade 8

Unit title	Unit 2: Exploration 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, Salzburgers, 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

SS8G1 Describe Georgia's geography and climate.

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

Concepts/Skills to be Mastered by Students

Information Processing Skills

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion
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
8. identify social studies reference resources to use for a specific purpose
11. draw conclusions and make generalizations
12. analyze graphs and diagrams

Map and Globe Skills

7. interpret timelines, charts, and tables
10. analyze artifacts

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.
- L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.
- L6-8WHST1: Write arguments focused on discipline-specific content.
- L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
Global interaction focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Globalization Conflict	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; reflect on the opportunities and tensions provided by world - interconnectedness; the impact of decision - making on humankind and the environment.
Statement of inquiry		
Globalization and desire for resources leads to conflict amongst groups.		
Inquiry questions		
Factual What were the main reasons for Spanish and British exploration and settlement in the Southeastern area of North America? What changes occurred when Georgia transitioned from a trustee colony to a royal colony? What was the purpose of the Spanish missions along Georgia's barrier islands?		

Conceptual

How did European exploration reshape the lives and cultures of American Indian populations in Georgia?

How did the ideals outlined in the Charter of 1732 compare to the realities of life in colonial Georgia?

In what ways did geography influence the placement of Spanish missions in Georgia?

Debatable

Could peaceful coexistence between the Spanish and American Indians have been possible?

Were the Malcontents justified in their opposition to the Trustee rules?

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 C: Communicating	DBQ: Was the Georgia Colony a Success or Failure?	<u>Formative Assessment(s):</u> SS8H1 Common Formative Assessment SS8H2 Common Formative Assessment <u>Summative Assessment(s):</u> Unit 2 Common Summative Assessment
Approaches to learning (ATL)		
Category: Communication Skills Cluster: Interaction Skill Indicator: Students communicate information and ideas with clarity and organize information and ideas effectively to create a newscast on the new Georgia colony.		

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation 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.
SS8H2: Analyze the colonial period of Georgia's history.	Colony stations on the founding principles of Georgia.	Small group Differentiated stations
Content Resources		
<p> GPB Georgia Studies Digital Techbook Rosen Learning Online Textbook (login required: USR- mariettams PWD- georgia) Support Resources: DoE SS 8th Grade inspire Site DoE 8th Grade Milestone Study Guide DoE 8th Grade Milestone Achievement Level Descriptors for Parents SS 8th Grade Teacher Notes SS 8th Grade Student Notes/Text Discovery Education Experience (searchable by subject- login required: student Google Email) </p>		