



Marietta City Schools

2025-2026 District Unit Planner

Grade 8 Georgia Studies Honors

Unit title	<i>Unit 3: Statehood</i>	MYP year	3	Unit duration	15 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

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.
- 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.

SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.

- Describe how profit is an incentive for entrepreneurs.
- Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

Concepts/Skills to be Mastered by Students

Map and Globe Skills:

8. draw conclusions and make generalizations based on information from maps

Information Processing Skills:

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 4. distinguish between fact and opinion
- 6. identify and use primary and secondary sources
- 11. draw conclusions and make generalizations
- 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.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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.

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

MCS Gifted Standards:

MCS.Gifted.S1: Students will develop and utilize advanced research skills among various topics.

MCS.Gifted.S2D: Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

MCS.Gifted.S3C: Use a variety of strategies for solving authentic, complex, real world problems through evaluative thinking and the engineering design processes.

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.</p>	<p>Government Growth</p>	<p>Fairness and Development What are the consequences of our common 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 resources that impact identities and relationships

Inquiry questions

Factual

What impact did the headright system have on Georgia?
 What was the purpose of the Land Lottery?
 What was the result of the Yazoo Land Fraud?
 What new technologies affected Georgia's economy?
 What were Georgia's capital cities?
 What event led to the Creek removal?
 What event led to the Cherokee removal?

Conceptual

How did changing land policies affect Georgia's population?
 How did the cotton gin impact Georgia's economy?
 Why was the University of Georgia established?
 Why was Georgia's capital city moved five times?
 How were the Creek and Cherokee removals different?
 How were the Northern and Southern states similar and different?

Debatable

Were the changes during this time positive for Georgia? Explain
 Should Georgia have seceded from the Union?
 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 C: Communicating	Stamp Act Political Cartoon	<u>Formative Assessment(s):</u> Unit 3 H3 Common Formative Assessment <u>Summative Assessment(s):</u> Stamp Act Political Cartoon Unit 3 Common Summative Assessment

Approaches to learning (ATL)

Category: Thinking Skills
Cluster: Transfer

Skill Indicator: Students will use knowledge and critical thinking skills to transfer understanding of Georgia’s role in the American Revolution.

Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SS8H3 Analyze the role of Georgia in the American Revolutionary Era.</p> <p>b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.</p>	<p>My personal Declaration of Independence from Marietta Middle School.</p>	

Content Resources

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)