



## Marietta City Schools

### 2025-2026 District Unit Planner

*Individuals and Societies Grade 8*

<b>Unit title</b>	<i>Unit 4: Civil War</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	<i>11.25 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

#### GA DoE Standards

##### **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.

##### **Concepts/Skills to be Mastered by Students**

##### **Map and Globe:**

- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

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

- compare similarities and differences
- organize items chronologically
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources

- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams
- 14. formulate appropriate research questions
- 17. interpret political cartoons

**Literacy Standards (LS):**

**RHSS:**

- 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.

**WHST:**

- 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.
- L6-8WHST9: Draw evidence from information

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.	Causality (cause and consequence) Conflict	<b>Fairness and Development</b> 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.

**Statement of inquiry**

Systems balance power, ideology, and governance through fairness and development.

**Inquiry questions**

- Factual**  
What role did Georgia play in the secession movement leading up to the Civil War?
- Conceptual**  
How did the Civil War and Reconstruction reshape the meaning of freedom and citizenship for Georgians?  
Compare and contrast the goals of the Freedmen's Bureau and the Ku Klux Klan. How did their actions reflect the competing visions for the future of the South?
- Debatable**  
Of the 13th, 14th, and 15th Amendments, which one was the most important? Support your answer.  
To what extent was the Freedmen's Bureau successful in its mission, and what were the most significant obstacles it faced in achieving its goals?

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>
Criterion A: Knowing and Understanding Criterion C: Communicating	DBQ: What caused Georgia to Secede?	<b>Formative Assessment(s):</b> SS8 U4 CFA - Civil War <b>Summative Assessment:</b> DBQ: What caused Georgia to secede? SS8 U4 CSA - Civil War
<b>Approaches to learning (ATL)</b>		
<b>Category:</b> Research Skills <b>Cluster:</b> Information Literacy <b>Skill Indicator:</b> Students will use knowledge and skills to transfer understandings of Georgia’s secession from the Union in an original work.		

<b>Learning Experiences</b> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SS8H6 Analyze the impact of the Civil War on Georgia.</b> a. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.	Effects of War & 13th, 14th & 15th Amendments Task	Learning Styles Self-Directed learning
<b>Content Resources</b>		
Rosen Learning Online Textbook ( <a href="https://rosenlearningcenter.com/">https://rosenlearningcenter.com/</a> ) <a href="https://georgiastudies.gpb.org/">https://georgiastudies.gpb.org/</a>		

