



## Marietta City Schools

### 2025-2026 District Unit Planner

#### Individuals and Societies Grade 8 Advanced Studies

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

#### 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:

##### Marietta City Schools Gifted Standards:

- S3A.** Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.
- S4D.** Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.
- S5B.** Recognize and build upon strengths and limitations.

##### Map and Globe Skills:

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

**Information Processing Skills:**

1. compare similarities and differences
2. organize items chronologically
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
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
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.

L6-8RHSS7: 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.

L6-8WHST4: 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
<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>Causality (cause and consequence) Conflict</p>	<p><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.</p>

**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 had the most profound impact on the daily life of people in the south during Reconstruction and the late 1800's? Justify 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>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion B: Investigating Criterion C: Communicating	<p><b>Civil War Diorama</b>            In pairs, students will create a Civil War Diorama. They will research about the following events and will create a 3-D scene that includes the 5W's:            Dred Scott case, Abraham Lincoln's Election of 1860, the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.            Also, students will write a summary explaining the impact of the Civil War on Georgia using the key events from SS8H5.</p>	<p><b>Formative Assessment(s):</b>            SS8 U4 CFA - Civil War</p> <p><b>Summative Assessment(s):</b>            Civil War Diorama            SS8 U4 CSA - Civil War</p>

**Approaches to learning (ATL)**

**Category:** Social  
**Cluster:** Collaboration  
**Skill Indicator:** Students will listen actively to other perspectives and ideas and build consensus by giving and receiving meaningful feedback while participating in the *I'm just a bill* simulation processes.

**Category:** Reflection  
**Cluster:** Reflection

**Skill Indicator:** Students will write a reflection focusing on content (what did I learn), Skills (what will I work on next), and strengths and weaknesses following their participation in the *I'm just a bill* simulation.

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>SS8H5: Analyze the impact of the Civil War on Georgia</b>                      b. 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.</p>	<p>Journal entry from a Union soldier being held at Andersonville POW camp. Students will research conditions and daily life of the prisoners being held at Andersonville and then create a daily journal entry describing the misery and challenges they faced.</p>	<p>Each student has the ability to choose the rank, place of origin, and cultural factors that shape their point of view.                      Students also have the choice of how they express their journal entry...written, visual platform, video journal, or audio journal.</p>

**Content Resources**

Rosen Learning  
[Georgia Encyclopedia](#)  
[GPB Education](#)