



Marietta City Schools

2025-2026 District Unit Planner

Grade 8 Individuals and Societies

Unit title	<i>Unit 5: New South</i>	MYP year	3	Unit duration (hrs)	7.5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.

- Identify the ways individuals, groups, and events attempted to shape the New South; include the Bourbon Triumvirate, Henry Grady, International Cotton Expositions, and Tom Watson and the Populists.
- Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, *Plessy v. Ferguson*, disenfranchisement, and racial violence, including the 1906 Atlanta Race Massacre.
- Explain the roles of Booker T. Washington, W. E. B. DuBois, and Alonzo Herndon in advancement of the rights of African Americans or Blacks in the New South Era.
- Examine antisemitism and the resistance to racial equality exemplified in the Leo Frank case.

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

- Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

Information Processing Skills:

- distinguish between fact and opinion
- identify cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines, charts, and tables
- draw conclusions and make generalizations

Reading Literacy Skills:

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.

Writing Literacy Skills:

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 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.
 L6-8WHST8: 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.
 L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.

Key concept	Related concept(s)	Global context
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.	Conflict Causality (cause and consequence)	Identities and Relationships Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Statement of inquiry

Change promotes disparity and equality which challenges identities and relationships.

Inquiry questions

Factual
 What was Bourbon Tirumvirate?
 What were Henry Grady’s contributions to Georgia?
 What was the purpose of the International Cotton Exposition?
 What was the Plessy v. Ferguson ruling?
 What individuals worked to advance the rights of African Americans or Blacks?
 What is antisemitism?

Conceptual
 How did the Bourbon Triumvirate affect Georgia’s government?
 How did Henry Grady inform others about changes in Georgia after Reconstruction and the Civil War?
 How did the International Cotton Exposition bring attention to Georgia?
 How did the Populist Party Platform affect Georgia?
 How were rights of African Americans or Blacks denied?
 How did individuals seek advancements for African Americans or Blacks?
 How did the Leo Frank case represent denial of rights for minority groups?
 How are anti-semitism and Jim Crow similar?

Debatable
 Who was responsible for Jim Crow?
 What could/should have been done to protect the rights of all Americans?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
Criterion A: Knowing and understanding	Performance Task: Bourbon Triumvirate Task This task is designed to give students an opportunity to explore the objectives, goals, and influence of the Bourbon Triumvirate in Georgia. Henry Grady, while technically a “member” was a contemporary and was interwoven with the other three.	Formative Assessment(s): SS8 U7 CFA - New South Summative Assessment(s): Performance Task: Bourbon Triumvirate Task SS8 U7 CSA - New South

Approaches to learning (ATL)

Category: Social Skills
Cluster: Collaborations
Skill Indicator: Students will work with each other to demonstrate their understanding of the men involved with the Bourbon Triumvirate and Henry Grady.

Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS8H7Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era. b. Analyze how rights were denied to African Americans or Blacks through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and	Jim Crow Era Station Activity Students will analyze primary source material through a station activity form the Jim Crow era.	Small Grouping Sentence Stems Guided Questions

racial violence, including the 1906 Atlanta Race Massacre.		
Content Resources		
Rosen Learning Online Textbook (https://rosenlearningcenter.com/) https://georgiastudies.gpb.org/		