



**Marietta City Schools**

**2025-2026 District Unit Planner**

*Grade 8 Individuals and Societies*

<b>Unit title</b>	<i>Unit 6: 20th Century</i>	<b>MYP year</b>	<i>3</i>	<b>Unit duration (hrs)</b>	<i>9.375 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

**SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.**

- a. Describe Georgia’s contributions to World War I.
- b. Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- c. Describe Eugene Talmadge’s opposition to the New Deal Programs.
- d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.
- e. Examine the effects of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, Rural Electrification Administration, and Social Security Administration.

**SS8H9 Describe the role of Georgia in WWII.**

- a. Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.
- b. Evaluate the purpose and economic impact of the Bell Bomber Plant, military bases, and the Savannah and Brunswick shipyards.
- c. Explain the economic and military contributions of Richard Russell and Carl Vinson.

**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
- 7. Interpret timelines, charts, and tables
- 11. Draw conclusions and make generalizations
- 15. Determine adequacy and/or relevancy of information

**Reading Literacy Skills:**

L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

**Writing Literacy Skills:**

L6-8WHST2:

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.

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
<b>Global interaction</b> 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.	Conflict Causality (cause and consequence)	<b>Globalization and Sustainability</b> 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**

Governments, communities, and individuals can develop strategies for responding to disasters over time.

**Inquiry questions**

**Factual**

What led the US into WWI?

What contributions did Georgia's people make?

What economic conditions worsened the Depression in Georgia?

**Conceptual**

How did WWI affect Georgia?

How did the New Deal help improve economic conditions?

How did FDR's relationship with Georgia help the state?

Why did Eugene Talmadge oppose New Deal programs?

**Debatable**  
 How might the war have ended differently if America stayed neutral?  
 Should the U.S. have joined WWI?  
 Were the long-term effects of the New Deal worth it?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion B: Investigation	<b>DBQ: Georgia’s Contributions to WWII</b> Students will explain how the United States got involved in World War I and the contributions that Georgia made to the war.	<b>Formative Assessment(s):</b> SS8 U6 CFA: WWI & the Great Depression <b>Summative Assessment(s):</b> DBQ: Georgia’s Contributions to WWII SS8 U6 CSA: 20th Century

**Approaches to learning (ATL)**

**Category:** Thinking Skills  
**Cluster:** Critical Thinking  
**Skill Indicator:** Students combine knowledge, understanding and skills to investigate and create informational writing with cited evidence about Georgia’s contributions to WWII.

**Learning Experiences**  
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SS8H8 Analyze Georgia’s participation in important events that occurred from World War I through the Great Depression.</b>	<b>“Welcome to Warm Springs” Travel Brochure:</b> Students will create a brochure inviting tourists to Warm Springs. The brochure will include Roosevelt’s ties to Georgia and his impact on the state.	Student choice of format (paper, Canva, Google Slides, PPT, etc.)

d. Discuss President Roosevelt’s ties to Georgia, including his visits to Warm Springs and his impact on the state.		
<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>		