



Marietta City Schools

2025-2026 District Unit Planner

Grade 8 Individuals and Societies Honors

Unit title	<i>Unit 7: Post WWII</i>	MYP year	<i>3</i>	Unit duration (hrs)	<i>7.5 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

SS8H10 Evaluate key post-World War II developments in Georgia.

- a. Explain how technology transformed agriculture and created a population shift within the state.
- b. Explain how the development of Atlanta under mayors William B. Hartsfield and Ivan Allen, Jr. impacted the state.
- c. Describe the relationship between the end of the white primary and the 1946 governor's race.

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.

- a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

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

- b. Explain how entrepreneurs take risks to develop new goods and services to start a business.
- c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

Information Processing Skills:

- 6. Identify and use primary and secondary sources
- 8. Identify social studies reference resources to use for a specific purpose
- 11. Draw conclusions and make generalizations

Reading Literacy Skills:

- 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.
- L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- L6-8RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.
 L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

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.

MCS Gifted Standards:

MCS.Gifted.S1B: Devise and manage a research plan.
MCS.Gifted.S2B: Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.
MCS.Gifted.S2D: Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

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>Innovation and revolution Growth</p>	<p>Scientific and Technical Innovation How do we understand the worlds in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>

Statement of inquiry

Change promotes disparity and equality which challenges identities and relationships.

Inquiry questions

Factual
 What advancements supported farming and agriculture in Georgia?
 What contributions did William Hartsfield and Ivan Allend Jr. make to Georgia?
 What was the white primary?

Conceptual
 How did agricultural advancements change farming in Georgia?
 How did the contributions of Hartsfield and Allen Jr. impact Georgia?
 How are the end of the white primary and the 1946 governor’s race related?

Debatable

Were advancements in Georgia following WWII beneficial to all Georgians?
 What do the end of the white primary and the 1946 governor's race tell us about race relations in Georgia?

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 A: Knowing and understanding Criterion B: Investigating	Performance Task: Agricultural Changes Post World War II	<u>Formative Assessment(s):</u> SS8 U7 CFA <u>Summative Assessment(s):</u> Performance Task: Agricultural Changes Post World War II SS8 U7 CSA: Post WWII

Approaches to learning (ATL)

Category: Research Skills
Cluster: Information Literacy
Skill Indicator: Students will think critically to analyze primary source documents to uncover the motive for the population shift in Georgia after the second World War.

Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS8E1	Georgia Transportation Project: The students will develop a transportation plan to move cargo from a stranded ship at the Port of Savannah to Dalton, GA using the transportation network—water, rail, and road.	There will be a wide variety of student choice options in relation to process, application, and presentation.

Content Resources

Rosen Learning Online Textbook (<https://rosenlearningcenter.com/>)
<https://georgiastudies.gpb.org/>

