



Marietta City Schools  
2025-2026 District Unit Planner

Grade 8 Georgia Studies Honors

Unit title	Unit 8: Civil Rights	MYP year	3	Unit duration (hrs)	9.375 hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

**SS8H11 Evaluate the role of Georgia in the modern civil rights movement.**

- Explain Georgia's response to *Brown v. Board of Education* including the 1956 flag and the Sibley Commission.
- Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.
- Explain the resistance to the 1964 Civil Rights Act, emphasizing the role of Lester Maddox.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- compare similarities and differences
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- draw conclusions and make generalizations

Literacy Skills:

- L6-8RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- L6-8RHSS6:** 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).
- L6-8WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MCS Gifted Standards

- MCS.Gifted.S3C:** Use a variety of strategies for solving authentic, complex, real world problems through evaluative thinking and the engineering design processes.
- MCS.Gifted.S4A:** Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.
- MCS.Gifted.S6A:** Set appropriately high standards for work and behavior.

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>Conflict Rights</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>
<b>Statement of inquiry</b>		
<p>Change can promote equality which challenges identities and relationships.</p>		
<b>Inquiry questions</b>		
<p><b>Factual</b> What roles did the following play in the Civil Rights Movement: Martin Luther King, Jr., John Lewis, Lester Maddox, SNCC and SCLC, Albany Movement and March on Washington?</p> <p><b>Conceptual</b> What is the relationship between Brown v. BOE, the 1956 flag and Sibley Commission?</p> <p><b>Debatable</b> Why would many Georgians oppose and/or support the Supreme Court decision in Brown v. BOE and the Civil Rights Act of 1964?</p>		
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>
<p>Criterion B: Investigating Criterion D: Thinking Critically</p>	<p><b>Performance Task:</b> Civil Rights Movement Project</p>	<p><b><u>Formative Assessment(s):</u></b> H8 Common Formative Assessment</p> <p><b><u>Summative Assessment(s):</u></b> Civil Rights Movement Project Unit 8 Common Summative Assessment</p>

**Approaches to learning (ATL)**

**Category:** Research Skills

**Cluster:** Information Literacy

**Skill Indicator:** Students will analyze primary source documents from the March on Washington and organize the information in a writing response.

**Learning Experiences**

Add additional rows below as needed

<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>  All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
<b>SS8H11:</b> Evaluate the role of Georgia in the modern civil rights movement.	Students will pick one of the people or events from the Civil Rights topics list and create a PPT or Canva presentation of no more than 5 slides to present to the class.	Students will have a choice of topic, style, and expression in how they complete the task.

**Content Resources**

**Support Resources:**

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

<https://georgiastudies.gpb.org/>