



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies Grade 8

Unit title	<i>Unit 3: New Georgia</i>	MYP year	3	Unit duration (hrs)	<i>18 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

New South

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 Riot.
- 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.

WWI, Great Depression and New Deal

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

- Describe Georgia's contributions to World War I.
- Explain economic factors that resulted in the Great Depression. (e.g., boll weevil and drought).
- Describe Eugene Talmadge's opposition to the New Deal Programs.
- Discuss President Roosevelt's ties to Georgia, including his visits to Warm Springs and his impact on the state.
- 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.

Concepts/Skills to be Mastered by Students

Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion
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
8. identify social studies resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
17. interpret political cartoons

Map and Globe Skills

1. use a compass rose to identify cardinal directions
2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current event
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

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.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS7: 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.

L6-8WHST6: 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.

L6-8WHST9: 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.	Revolution Resources Innovation	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

Societies change due to innovation and revolution with resources that impact identities and relationships.

Inquiry questions

Factual

What was the Bourbon Triumvirate?
What were Henry Grady's contributions to Georgia?
What was the purpose of the International Cotton Exposition?
What political party emerged during this time period?
What was the Plessy vs. Ferguson ruling?
What individuals worked to advance the rights of African Americans or Blacks?
What is antisemitism?
What led the US into WWI?
What contributions to WWI did Georgia's people make?
What economic conditions worsened the Depression in Georgia?

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?
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

Who was responsible for Jim Crow?
 What could/should have been done to protect the rights of all Americans?
 How might the war have ended differently if America stayed neutral?
 Should the US have joined WWI?
 Were the long-term effects of the New Deal worth it?

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 C: Communicating Criterion D: Communicating	RAFT: Criterion A: Knowing and Understanding Criterion C: Communicating Criterion D: Communicating U3 RAFT: Who had the right Strategy for Black America- Student document U3 RAFT Guided Presentation SCAFFOLDED U3 Scaffolded RAFT: Who had the right strategy for Black America- student document U3 Scaffolded RAFT Guided Presentation U3 RAFT Writing Assignment differentiated for students L-1 SCAFFOLDED U3 L-1 Scaffolded RAFT: Who had the right strategy for Black America- student document U3 RAFT Grading Rubric	Formative Assessment(s): MCSSS8 New South Checkpoint (2020-21) MCSSS8 WWI-New Deal Checkpoint (2020-21) Summative Assessment(s): RAFT: Booker T. Washington and WEB DuBois: Who had the Right Strategy for Black America?

Approaches to learning (ATL)

Category: Reflection
Cluster: Reflection Skills
Skill Indicator: Students will reflect upon the works of Booker T. Washington and W.E.B DuBoise and consider ethical, cultural and environmental implications for who they believe had the better plan for America.

Category: Thinking
Cluster: Transfer Skills
Skill Indicator: Students will use knowledge and skills to transfer understandings of Georgia’s secession from the Union in an original work.

Learning Experiences		
Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
		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.
	Georgia's Depression H8b U3 Loss of Cotton	
Content Resources		
GPB Georgia Studies Digital Techbook Rosen Learning Online Textbook (https://rosenlearningcenter.com/)		