



Marietta City Schools

2023–2024 District Unit Planner

Individuals and Societies Grade 8

Unit title	<i>Unit 2: Georgia Changes</i>	MYP year	3	Unit duration (hrs)	22.5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

Unit 2

SS8H1: Evaluate the impact of European exploration and settlement on American Indians in Georgia

- Describe the characteristics of American Indians living in Georgia at the time of the European contact; to include culture, food, weapons/ tools, and shelter.
- Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- Evaluate the impact of Spanish contact on American Indians, including the explorations of Hernando Desoto and the establishment of Spanish missions along the barrier islands.

SS8H2: Analyze the colonial period of Georgia's history.

- Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).
- Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.
- Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.
- Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.
- Give examples of the kinds of goods and services

SS8H3: Analyze the role of Georgia in the American Revolutionary Era.

- Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
- Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document

- c) Analyze the significance of the Loyalists and Patriots as a part of Georgia's role in the Revolutionary War; include the Battle of Kettle Creek and Siege of Savannah.
- d) Analyze the weaknesses of the Articles of Confederation and explain how those weaknesses led to the writing of a new federal Constitution.

SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

- a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.
- b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo Land Fraud.
- c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth.
- d. Describe the role of William McIntosh in the removal of the Muscogee (Creek) from Georgia.
- e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

SS8G1 Describe Georgia's geography and climate.

- D. Analyze the importance of water in Georgia's historical development and economic growth.

Concepts/Skills to be Mastered by Students

Information Processing Skills

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. 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 reference 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
- 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.

8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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.

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>Disparity Equality</p>	<p>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.</p>

Statement of inquiry

Change challenges disparity and equality impacting identities and relationships.

Inquiry questions

Factual

What impact did the headright system have on Georgia?

What was the purpose of the Land Lottery?

What was the result of the Yazoo Land Fraud?

What new technologies affected Georgia’s economy?

What were Georgia’s capital cities?

What event led to the Creek removal?

What event led to the Cherokee removal?

Conceptual

How did changing land policies affect Georgia’s population?
How did the cotton gin impact Georgia’s economy?
Why was the University of Georgia established?
Why was Georgia’s capital city moved five times?
How were the Creek and Cherokee removals different?
How were the Northern and Southern states similar and different?

Debatable

Were the changes during this time positive for Georgia? Explain
Should Georgia have seceded from the Union?
Would Georgia be different today if the Creek and Cherokee Removals had not happened?

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	<ul style="list-style-type: none">• MYP Rubric for Grading DBQ: Georgia and the American Revolution	<u>Formative Assessment(s):</u> MCSSS8H1: Assessment in AMP MCSSS8H2: Assessment in AMP MCSSS8H3: Assessment in AMP MCSSS8H4: Assessment in AMP <u>Summative Assessment(s):</u> DBQ: Georgia and the American Revolution

Approaches to learning (ATL)

Category: Communication

Cluster: Communication Skills

Skill Indicator: In order for students to demonstrate communication through language, students must read critically and for comprehension.

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.
<p>SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.</p> <p>a. Explain reasons for the establishment of the University of Georgia, and for the westward movement of Georgia's capitals.</p>	<p>Georgia's Capitals On the Move Students investigate the past Georgia capitals and make connections to the westward movement of the capitol city to Georgia's expanding borders. They will complete a graphic organizer showing information about the capital cities.</p> <ul style="list-style-type: none"> ● Georgia's Capitals On the Move (Student handout) ● Georgia's Land Area Expands Georgia Studies Book Online ● Spanish Missions 	<p>Georgia's Capitals On the move Differentiated</p> <p>Georgia's Historic Capitals New Georgia Encyclopedia (AC and Enhanced)</p>

Content Resources

[GPB Georgia Studies Digital Techbook](#)

[Rosen Learning Online Textbook](#) (login required: USR- mariettams PWD- georgia)

Support Resources:

[DoE SS 8th Grade inspire Site](#)

[DoE 8th Grade Milestone Study Guide](#)

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.

[DoE 8th Grade Milestone Achievement Level Descriptors for Parents](#)

[SS 8th Grade Teacher Notes](#)

[SS 8th Grade Student Notes/Text](#)

[Discovery Education Experience](#) (searchable by subject- login required: student Google Email)