



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*

<b>Unit title</b>	<i>Unit 1: Georgia Beginnings</i>	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	22.5 Hours
-------------------	-----------------------------------	-----------------	---	----------------------------	------------

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

**Unit 1A: Geography and Economic Connections**

**SS8G1 Describe Georgia’s geography and climate.**

- a. Locate Georgia in relation to region, nation, continent, and hemispheres.
- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands
- d. Analyze the importance of water in Georgia’s historical development and economic growth.

**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.
- b. Explain how the four transportation systems provide jobs for Georgians.

**Unit 1B: American Indians and Exploration**

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

- a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.
- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.
- c. 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.

## Unit 1C: Colonization and Revolution

### **SS8H2 Analyze the colonial period of Georgia's history.**

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

### **SS8H3 Analyze the role of Georgia in the American Revolutionary Era.**

- a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
- b. 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.

### **Concepts/Skills to be Mastered by Students**

#### **Information Processing Skills**

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
16. check for consistency of information
17. interpret political cartoons

#### **Map and Globe Skills**

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
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 the 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

#### **Literacy Skills**

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.

L6-8RHSS6: 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).

L6-8RHSS7: 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.

L6-8WHST8: 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.

Key concept	Related concept(s)	Global context
<p><b>Global Interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p>	<p>Resources Conflict Power</p>	<p><b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>

**Statement of inquiry**

Global interactions impact personal and cultural expression leading to conflict over resources and power.

**Inquiry questions**

**Factual**

1. Where is Georgia located?
2. Where are the 5 regions located?
3. What are the important physical features of Georgia
4. What economic activities occur in each region?
5. What was the culture of the Mississippian Indians (tools, weapons, food, housing)?
6. Where are Georgia’s Barrier Islands?
7. What are the 4 main transportation systems in Georgia?
8. What are three reasons Georgia was established and settled?
9. What individuals were important in the founding of the Georgia colony?
10. What events led to Georgia becoming a Royal Colony?
11. What impact did the French and Indian War have on Georgia?
12. What actions of Parliament upset the Colonists in America?
13. What are the three parts of the Declaration of Independence?

14. Who were the Georgia signers of the Declaration of Independence?
15. What were the major weaknesses of the Articles of Confederation?

**Conceptual**

1. How does Georgia’s climate impact economic activities?
2. How are Georgia’s transportation systems influenced by Geography?
3. How does location influence human behaviors in a region?
4. How does geography determine the culture of groups?
5. How did life for the Mississippian Indians change?.
6. How did the colony support the English economic plan of mercantilism?
7. How were a Trustee colony and a Royal colony different?
8. How did the groups that migrated to colonial Georgia influence the Colony?
9. How do Loyalists and Patriots differ?
10. How did the American Revolution impact Georgia?
11. What is the meaning of the Declaration of Independence?
12. Why did the Spanish travel to the New World?
13. Why did the English travel to the New World?
14. How were Loyalists and Patriots influential in the colony of Georgia?
15. How did the weaknesses of the Articles of Confederation impact the colonies?

**Debatable**

1. Which factors have had the greatest impact on social development?
2. Which factors have had the greatest impact on economic development?
3. Which transportation system is the most important?
4. What could happen when two distinct cultures meet?
5. Justify your feelings about this quote, “Peace is not absence of conflict, it is the ability to handle conflict by peaceful means.” -President Ronald Reagan
6. Was Georgia a success or a failure as a Trustee colony?
7. Which factor leading to the Revolution was most significant?
8. How might Georgia have been different if the colonists did not win the Revolution?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<i>unit?</i>		
<p>Criterion A: Knowing and Understanding Criterion D: Thinking Critically</p>	<p><b>DBQ <a href="#">Georgia's role in the American Revolution</a></b>- Students explore the role of Georgia in the American Revolution through document and text analysis. Then, choose a product (letter, advertisement, newspaper article, or political cartoon) to demonstrate understanding. (Scaffolded student handouts provide differentiation)</p>	<p><b><u>Formative Assessment(s):</u></b>  MCSSS8 Geography Checkpoint in AMP App  MCSSS8 Indians and Explorers in AMP App  MCSSS8 Colonial Georgia in AMP App  MCSSS8 Revolution in Georgia in AMP App</p> <p><b><u>Summative Assessment(s):</u></b>  Georgia in the Revolutionary War (MiniDBQ)</p>
<b>Approaches to learning (ATL)</b>		
<p><b>Category:</b> Thinking  <b>Cluster:</b> Transfer Skills  <b>Skill Indicator:</b> In order for students to transfer skills and knowledge across disciplines and subject groups, students must combine knowledge, understanding and skills of the founding of the Georgia Colony.</p> <p><b>Category:</b> Communication  <b>Cluster:</b> Communication Skills  <b>Skill Indicator:</b> In order for students to demonstrate communication through language, students must write for different purposes.</p> <p><b>Category:</b> Communication  <b>Cluster:</b> Communication Skills  <b>Skill Indicator: Category:</b> Communication  <b>Cluster:</b> Communication Skills  <b>Skill Indicator:</b> In order for students to demonstrate understanding of Georgia's role in the American Revolution they must write for different purposes.</p>		

**Learning Experiences**

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>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.</b> 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. b. Explain how the four transportation systems provide jobs for Georgians.	<a href="#">Would You Survive As A Logistics Manager?</a> Student's investigate the distribution of iPhones made mostly in China and how these products get from China to Georgia. Then respond to a writing prompt (Would you survive as a logistics manager?) in a paragraph.	To be determined by the Grade 8 Social Studies Team
<b>SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.</b> c. 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	<a href="#">Spanish Missions</a> Students read documents related to the role of Spanish missions in Georgia and their impact on American Indians or Native Americans living in the region.	To be determined by the Grade 8 Social Studies Team

**Content Resources**

GPB Georgia Studies Digital Techbook

[Scaffolded Revolutionary War DBQ Document](#) (teachers to download and edit as neededDD

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