



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 2: Georgia Changes</i>	MYP year	3	Unit duration (hrs)	<i>25.5 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

Unit 2A: Westward Expansion

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

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

Unit 2B: Civil War and Reconstruction

SS8H5 Analyze the impact of the Civil War on Georgia.

- Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.
- Explain Georgia's role in the Civil War; include the Union blockade of Georgia's coast, the Emancipation Proclamation, Chickamauga, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville.

SS8H6 Analyze the impact of Reconstruction on Georgia.

- Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
- Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.
- Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.

- d. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
- e. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

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

1. What impact did the headright system have on Georgia?
2. What was the purpose of the Land Lottery?
3. What was the result of the Yazoo Land Fraud?
4. What new technologies affected Georgia’s economy?
5. What were Georgia’s capital cities?
6. What event led to the Creek removal?
7. What event led to the Cherokee removal?
8. Why did Georgia Secede
9. What events led to the Civil War?
10. What were the 13th, 14th, and 15th Amendments?
11. What plans existed for bringing the South back into the Union?

Conceptual

1. How did changing land policies affect Georgia’s population?
2. How did the cotton gin impact Georgia’s economy?
3. Why was the University of Georgia established?
4. Why was Georgia’s capital city moved five times?
5. How were the Creek and Cherokee removals different?
6. How were the Northern and Southern states similar and different?
7. How did secession impact Georgia?
8. How did the events (slavery, states rights, Compromise of 1850, Dred Scott Case, Election of 1860) lead to the Civil War?
9. How did some groups in the South respond to the Reconstruction Amendments?

Debatable		
<ol style="list-style-type: none"> 1. Were the changes during this time positive for Georgia? Explain 2. Should Georgia have seceded from the Union? 3. 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>
<p>Criterion A: Knowing and Understanding</p> <p>Criterion C: Communicating</p> <p>Criterion D: Communicating</p>	<p>DBQ: What caused Georgia to Secede?</p> <ul style="list-style-type: none"> • Student DBQ Document • Dred Scott v. Sanford video • The Tumultuous Election of 1860 video • The Story of Us: Election of 1860 and Secession video • MYP Rubric for Grading 	<p><u>Formative Assessment(s):</u></p> <p>MCSSS8 Westward Expansion Checkpoint in AMP App</p> <p>MCSSS8 Antebellum and Civil War Checkpoint in AMP App</p> <p>MCSSS8 Reconstruction Checkpoint in AMP App</p> <p><u>Summative Assessment(s):</u></p> <p>DBQ: What caused Georgia to Secede?</p>
Approaches to learning (ATL)		
<p>Category: Communication</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: In order for students to demonstrate communication through language, students must read critically and for comprehension.</p> <p>Category: Thinking</p> <p>Cluster: Transfer Skills</p> <p>Skill Indicator: Students will use knowledge and skills to transfer understandings of Georgia’s secession from the Union in an original work.</p>		

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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.	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. <ul style="list-style-type: none">● Georgia’s Capitals On the Move (Student handout)● Georgia’s Land Area Expands Georgia Studies Book Online● PMI Chart	Georgia’s Capitals On the move Differentiated Georgia’s Historic Capitals New Georgia Encyclopedia (AC and Enhanced)

Content Resources

GPB Georgia Studies Digital Techbook
Rosen Learning Online Textbook (<https://rosenlearningcenter.com/>)