



Marietta City Schools

District Unit Planner

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

Individuals and Societies IB HOTA Y1

Unit Title/ Topic	<i>Unit 2: Early American History</i>	Hours	<i>30 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

This unit focuses on the various forces that contributed to the rise of the independence movements, the similar and different paths that the movements followed, and the immediate effects of independence in the region. It explores the political, intellectual and military contributions of their leaders, and the sometimes contradictory views that shaped the emergence of the new nations. This unit also focuses on the challenges and problems that came with independence. It explores the ways in which, and the reasons why, the countries of the region attempted to build their nations. Independent and new nations emerged; the colonial empires, with few exceptions, were gone; New World links were forged yet the colonial legacy remained. The task of building new nations opened the doors to novel ways of political and economic thinking and to the redefining of concepts such as nation and state.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Use of specific terminology in writing.</p> <p>Build analysis in writing.</p> <p>Build critical thinking skills with regards to historical sources.</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History, and the Paper 3 Essay. Students will begin to use the OPCVL format to analyze historical sources</p>	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p> <p>Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</p>

	Category: Affective Skills Cluster: Managing State of Mind Skill Indicator: Students will practice focus and concentration
Content/skills/concepts	Learning process
<p style="text-align: center;"><u>Students will know the following content:</u></p> <p style="text-align: center;"><u>GSE</u></p> <p>SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.</p> <p>a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.</p> <p>b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.</p> <p>c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.</p> <p>d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.</p> <p>e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.</p> <p>f. Explain the significance of the Treaty of Paris, 1783.</p> <p>SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</p> <p>a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.</p> <p>b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays’ Rebellion led to a call for a stronger central government.</p> <p>c. Explain the key features of the Constitution, including the Great Compromise, limited</p>	<p>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p>

government, and the Three-Fifths Compromise.

d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, The Federalist Papers, and the roles of Alexander Hamilton and James Madison.

e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.

SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.

a. Examine the presidency of Washington, including the precedents he set.

b. Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.

c. Explore Jefferson's expansion of presidential power including the purchase and exploration of the Louisiana Territory.

d. Explain James Madison's presidency in relation to the War of 1812 and the war's significance in the development of a national identity.

e. Explain James Monroe's presidency in relation to the Monroe Doctrine.

SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.

a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.

b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.

c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.

d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

Students will develop the following skills:

Map and Globe Skills: 1, 3, 4, 5, 6, 7, 8, 11, 12, 17

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

<u>Students will grasp the following concepts:</u>					
IB Command Terms: Examine Discuss To what extent					
Language and Learning		TOK Connections		CAS connections	
Scaffolding for new learning Details: Students will use the information gained in this unit as the fundamental basis for all other units. It serves as a starting point for any “To what extent” questions that may arise.		Ways of knowing Details: Students will explore how information is passed from one group or time period to the next. They will examine what types of information is transmitted and what is left out and how that creates perceptions of history.		Creativity Details: Students will complete a RAFT activity that requires a substantial amount of creativity. Students will be given lots of flexibility as to both the process and product they produce.	
Essential Understandings and Questions					
Factual: What events and key figures influenced the beginning and founding years of the United States?					
Conceptual: What does it mean to be independent?					
Debatable: To what extent does independence mean different things for different people or groups?					
Common Assessment Tasks					
List of formative and summative assessments.					
DP Assessments	Assessment Objectives Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information. Accurately use the OPCVL framework with regards to an historic claim. Students will master a body of information	Formative Assessments	Vocabulary Quiz or Quizzed RAFT Activity OPCVL Activity	Summative Assessments	Students will complete portions of a released or simulated IB Paper 3.
Learning Experiences					

Add additional rows below as needed.		
Topic 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
American Independence	Students will create a prioritized list of American Revolution Causes.	Students will use the information provided to create their prioritized list of causes of American independence. The experience will focus on the IB command terms of EVALUATE and EXAMINE
Content Resources		