



Marietta City Schools
2023–2024 District Unit Planner

US History

Unit title	<i>Unit 1: Colonialism</i>	Unit duration (hours)	<i>10.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.

- a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, the impact of location and place, relations with American Indians, and economic development.
- c. Explain the development of the New England Colonies, including but not limited to reasons established, the impact of location and place, relations with American Indians, and economic development.
- d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

SSUSH2 Describe the early English colonial society and investigate the development of its governance.

- a. Describe European cultural diversity including the contributions of different ethnic and religious groups.
- b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.
- c. Describe different methods of colonial self-governance in the period of Salutary Neglect
- d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
9. construct charts and tables
11. draw conclusions and make generalizations

Published: Month, Year

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

Map and Globe Skills:

- 7. use a map to explain the impact of geography on historical and current events
- 8. draw conclusions and make generalizations based on information from maps

Literacy Skills:

- L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- L11-12WHST1: Write arguments focused on discipline-specific content
- L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Essential Questions

Factual—

- Why was each English colonial region in North America settled?
- What was the role of the American colonies in trans-Atlantic trade?
- What was the relationship between the American colonists and the American Indians?

Conceptual—

- How did the economy develop in the American colonies?
- How did Salutary Neglect and the Great Awakening influence the development of American colonial government and culture?
- How did European immigration and the importation of Enslaved Africans impact the development of American colonial culture?

Debatable-

- What makes colonial settlements successful?
- What makes colonization an economically attractive practice for established nations?
- Did the Middle Passage only support the growing economy of the Southern colonies?
- How did the colonial societies mirror that of the mother country?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

SSUSH1 Multiple Choice1 CFA

Summative Assessment(s):

Colonialism Summative 2021

Colonialism Summative ESOL 2021

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
All USH1, USH2 standards (GSE	Unit 1 Colonial Era Book Project Students will create a book showing understanding of key concepts and ideas for the unit The book includes a summary and illustration for each topic or term.	Students with disabilities will receive individualized instruction, cues, strategies based on IEP
USH1 standard	Unit 1 American Colonies Map assignment - geography and reasons colonies were established (economic, geographic, social)	Students with disabilities will receive individualized instruction, cues, strategies based on IEP

Content Resources

(From 2021-2 Planner)

Videos

[Mercantilism](#)

[Jamestown Colony -Betts](#)

Visuals

[New England](#)

[Middle Colonies](#)

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[Southern Colonies](#)
[Immigration and Slavery](#)
[Economic and Social Life](#)

Activities

[Unit Study Guide](#)
[Unit Vocabulary](#)
[Reading 1.1](#)
[Questions for 1.1](#)
[Reading 1.2](#)
[Questions for 1.2](#)

[Savvas Realize.com](#) (Textbook resources for Virtual classes)

SE pages:

- Enslaved Africans Provide Labor , 66-68
- The Transatlantic Slave Trade, 67-68
- England and Its Colonial Economy, 70-72
- England Establishes Colonies in North America, 46-47
- England Expands Its Southern Colonies, 50-51
- Puritans Arrive in North America, 53-55
- English Relationships With American Indians, 55- 56
- Immigrants Populate the Colonies, 65-66
- Africans in the American Colonies, 68-69
- Differences in Population, 74
- Early Government in the Colonies, 77-79
- The Great Awakening, 80-82