



Unit 1: Worlds Collide - PreColumbian to 1763

Marietta City Schools

2024–2025 District Unit Planner

Individuals and Societies IB HOTA Y1

Unit Title/ Topic	Unit 1: Worlds Collide - PreColumbian to 1763	Hours	15 Hours
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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 indigenous societies and cultures in pre-Columbian Americas, with an emphasis on the political, economic, social and cultural aspects of these societies. The indigenous peoples of the Americas adopted different forms of organization in the north and the south. It examines European exploration and conquest in Latin America, focusing particularly on Spanish and Portuguese contact with indigenous societies, as well as French and British exploration in North America. This Unit also includes the challenges and problems of colonial governments in the 16th, 17th and 18th centuries in the New World. It also looks at government attempts to resolve these problems, and the resistance they encountered. Political and economic structures of the colonial governments are also examined. It explores the origins of slavery in the Americas and the role of the colonial powers in the Atlantic slave trade. It explores the Middle Passage, slave resistance and opposition to the slave trade in British America, led by the Quakers.

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</p> <p>Cluster: Communication Skills</p> <p>Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p> <p>Category: Thinking</p> <p>Cluster: Critical Thinking Skills</p> <p>Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills</p> <p>Cluster: Transfer</p> <p>Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</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.</p>
<p>Content/skills/concepts</p>	<p>Learning process</p>
<p><u>Students will know the following content:</u></p> <p style="text-align: center;"><u>GA DoE Standards</u></p> <p>SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.</p> <p>a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.</p> <p>b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p> <p>c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p> <p>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.</p> <p>SSUSH2 Describe the early English colonial society and investigate the development of its governance.</p> <p>a. Describe European cultural diversity including the contributions of different ethnic and religious groups.</p> <p>b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.</p> <p>c. Describe different methods of colonial self-governance in the period of Salutary Neglect</p> <p>d. Explain the role of the Great Awakening in creating unity in the colonies and challenging</p>	<p>Students will be introduced to the content through direct instruction and notes. Since this is an introductory unit, students will focus on basic historical thinking skills.</p> <p>Students will begin to learn through direct instruction and discussion. As students become more comfortable with functioning within the IB framework, they will begin to practice making historic claims and supporting them with appropriate evidence that has been analyzed.</p> <p>Students will take a mock Paper 3 test at the end of the unit.</p>

traditional authority.

SSUSH3 Analyze the causes of the American Revolution.

- a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
- c. Explain the importance of Thomas Paine's Common Sense to the movement for Independence.

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

- 1. use cardinal 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
- 5. use inch to inch map scale to determine distance on map
- 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps
- 7. use a map to explain impact of geography on historical and current events
- 8. draw conclusions and make generalizations based on information from maps
- 11. 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
- 12. compare maps with data sets (charts, tables, graphs) and /or readings to draw

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

- 1. compare similarities and differences
- 2. organize items chronologically
- 3. identify issues and/or problems and alternative solutions
- 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
- 8. identify social studies reference resources to use for a specific purpose

- 10. analyze artifacts
- 11. draw conclusions and make generalizations
- 17. interpret political cartoons

Students will know the following content:

Pre-Columbian to 1763

Economic and social structures: role and nature of the tribute; landholding; agricultural production; systems of exchange; nature of the tribute in societies without money

Religion: polytheistic beliefs; relationship between religious and political powers; relationship between man and nature

Culture: written and unwritten language; contributions to scientific development and the arts

Political organization in British and French North America: corporate, royal and proprietary; charters

Colonial American economies; encomienda, mercantilism; role of gold, silver and sugar

Anglo-French rivalry in North America to 1763; Anglo-French relationships and alliances with indigenous peoples; French and Indian Wars

Reasons for, and origins of, slavery

Role of the colonial powers in the establishment and expansion of slavery

Economic and social impact of slavery

Middle Passage: living and working conditions in the New World; social structures on plantations in the West Indies, Brazil and the southern colonies of British America

Slave resistance and slave rebellions in British America, including a case study of a specific rebellion

Opposition to the slave trade and slavery: Quakers and other early abolitionists

Students will develop the following skills:

Analysis of Sources Identifying Multiple Perspectives <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> IB Command Terms: Compare and Contrast Discuss Evaluate	
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Language and Learning	TOK Connections	CAS connections
Demonstrating Proficiency Details: Students will have multiple ways to show proficiency in their ability to use the terminology of history correctly and within context. Students will build upon preexisting writing and communication skills. Students will need scaffolding for thesis statements, specific evidence, and analysis.	Ways of knowing Details: Students will focus on how we know what we know. Students will examine various methods for transmitting and creating history.	Creativity Details: Students will create visual representations of their learning.

Essential Understandings and Questions

<p>Factual:</p> <p>What are the key events, people, places and ideas of the Pre-colonial period to the end of the French and Indian War.</p> <p>Conceptual:</p> <p>When “worlds collide” there are unexpected and sometimes unintended consequences to people’s actions.</p> <p>Debatable:</p> <p>To what extent did the exploration and populating of the Americas demonstrate how societies can be subsumed by another.</p>
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Assessment Tasks
List of common formative and summative assessments.

DP Assessments	<p>Students will demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information.</p> <p>Show familiarity with the OPCVL framework and demonstrate understanding of those concepts.</p> <p>Students will show an early understanding of what historical research entails and types of sources available for research.</p>	Formative Assessments	<p>OPCVL Charts over various sources that students find.</p> <p>Vocabulary Quiz</p> <p>Quiz on IB Command Terms</p>	Summative Assessments	<p>Students will complete portions of a released or simulated IB Paper 3.</p>
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<p>Learning Experiences</p> <p><i>Add additional rows below as needed</i></p>					
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Topic or Content	Learning Experiences	Personalized Learning and Differentiation
<p>GSE, IB Content, Skills, Etc.</p>	<p>Paper 1 Sourcing Practice This activity allows students scaffolded practice using a gradual release model to support understanding of IB expectations for sourcing documents in their writing. It also allows them to gain skills to recognize bias in sources. Teachers will start by guiding students through examples, collaborative groups, and individual practice.</p>	<p>Students will begin the unit with very basic knowledge about world history that they gained in their World History course. Students will build upon that knowledge as the unit progresses and begin to focus on the Americas. Initially, a significant portion of teaching will be direct instruction, but as the unit progresses, students will be responsible for more independent learning with emphasis on drawing conclusions utilizing their knowledge.</p>
<p>Introduction to using sources</p>	<p>SHEG “Lunchroom Fight”</p>	<p>Students will discuss and debate the arguments for and against using primary sources. Students will discuss what constitutes a “good” or “bad” source</p>
<p>Drawing Conclusions from Sources</p>	<p>Students will analyze the demographic data of ships’ passenger lists to the American colonies. They will use the command term: Compare and Contrast to create a written essay. Documents from SHEG: “Examining Passenger Lists”</p>	<p>Students will support their answer using their personal analysis.</p>

Direct instruction on key terms and events of pre1492 to 1763.	Students will receive direct instruction for foundational learning of information during the time period stated.	Students will be taught different ways to take notes.
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Content Resources

[IB Command Terms](#)
[OPCVL Charts](#)
[Stanford History Education Group](#)
 ThinkIB.net