



Unit 1: Worlds Collide - Pre-Columbian to 1763

Marietta City Schools

District Unit Planner

Individuals and Societies IB HOTA Y1

Unit Title/ Topic	Paper 3 - Unit 1: Worlds Collide - Pre-Columbian to New Republic	Hours	67.5 Hours 9 weeks
Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): <i>What will students learn?</i>			
Unit Description and texts			
This unit explores the diverse indigenous societies of the Americas prior to European contact and the transformative effects of colonization. Students will analyze the development of colonial economies, the displacement of native populations, and the causes and outcomes of the American Revolution. Special focus will be given to the debates surrounding the creation and ratification of the U.S. Constitution, tying into broader IB themes of independence movements and post-revolutionary political development.			
Transfer goals/Skills		Approaches to learning (ATL)	
Skills: Use of specific terminology in writing. Build analysis in writing. Build critical thinking skills with regards to historical sources. 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. Special focus will be placed on citing sources.		<ul style="list-style-type: none"> • Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Developing critical analysis of historical sources and historiography • Category: Research Cluster: Information Literacy Skills Skill Indicator: Using proper citation and investigating academic databases • Category: Communication Cluster: Communication Skills Skill Indicator: Constructing well-supported historical arguments in essays 	
Content/skills/concepts		Learning process	
<u>Students will know the following content:</u> <p style="text-align: center;"><u>GA DoE Standards</u></p> SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.		<ul style="list-style-type: none"> • Direct Instruction: Teacher-led lectures on key concepts, supplemented with notes and multimedia presentations. • Source Evaluation: Analyzing primary documents such as Columbus' journals and indigenous oral histories. • Debates & Discussions: Engaging in structured debates on colonization's impact using multiple perspectives. 	

- 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, 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, 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.

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

- **Historical Writing:** Practicing thesis-driven responses and IB Paper 3 essays.
- **Collaborative Learning:** Small group projects on indigenous civilizations and European motivations for exploration. This unit emphasizes inquiry-based learning and critical thinking through primary and secondary source analysis. Students will engage in historical investigations, Socratic seminars, and comparative essays. Key learning strategies include:
- **Source Evaluation:** Analyzing primary documents such as Columbus’ journals and indigenous oral histories.
- **Debates & Discussions:** Engaging in structured debates on colonization's impact using multiple perspectives.
- **Historical Writing:** Practicing thesis-driven responses and IB Paper 3 essays.
- **Collaborative Learning:** Small group projects on indigenous civilizations and European motivations for exploration.

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

<p>Culture: written and unwritten language; contributions to scientific development and the arts</p> <p>Political organization in British and French North America: corporate, royal and proprietary; charters</p> <p>Colonial American economies; encomienda, mercantilism; role of gold, silver and sugar</p> <p>Anglo-French rivalry in North America to 1763; Anglo-French relationships and alliances with indigenous peoples; French and Indian Wars</p> <p>Reasons for, and origins of, slavery</p> <p>Role of the colonial powers in the establishment and expansion of slavery</p> <p>Economic and social impact of slavery</p> <p>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</p> <p>Slave resistance and slave rebellions in British America, including a case study of a specific rebellion</p> <p>Opposition to the slave trade and slavery: Quakers and other early abolitionists</p> <p><u>Students will develop the following skills:</u></p> <p>Analysis of Sources</p> <p>Identifying Multiple Perspectives</p> <p><u>Students will grasp the following concepts:</u></p> <p>IB Command Terms:</p> <p>Compare and Contrast</p> <p>Discuss</p> <p>Evaluate</p>		
Language and Learning	TOK Connections	CAS connections

Demonstrating Proficiency	How do historical narratives about colonization change based on perspective? To what extent do primary sources reflect bias in understanding historical events?	Creativity
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.		
Details: Students will create visual representations of their learning with mind map style summaries.		
Essential Understandings and Questions		
Factual:		
What are the key events, people, places and ideas of the Pre-colonial period to the end of the French and Indian War.		
Conceptual:		
When “worlds collide” there are unexpected and sometimes unintended consequences to people’s actions.		
Debatable:		
To what extent did the exploration and populating of the Americas demonstrate how societies can be subsumed by another.		
Assessment Tasks		
List of common formative and summative assessments.		
DP Assessments	Formative Assessments	Summative Assessments
Students will demonstrate the ability to establish a historic thesis (claim) and support it with relevant and appropriate information. Show familiarity with the OPCVL framework and demonstrate understanding of those concepts. Students will show an early understanding of what historical research entails and types of sources available for research.	Vocabulary Quizzes Interpreting Statistics: Examining Passenger Lists to the New World OPCVL Analysis: Students analyze primary source excerpts on indigenous societies and European colonization, answering scaffolded questions before writing a short response. Causes of the American Revolution Priority Ladder	Students will complete portions of a released or simulated IB Paper 3. Examples: Evaluate the impact of the "Columbian Exchange" in the Americas. To what extent did the New Laws of the Indies (1542) improve conditions for indigenous people?

			Citation Skill Development		<p>To what extent did the Constitution of 1787 significantly change the U.S. political system?</p> <p>Deep Dive Project: Independence Movements</p> <p>Students will research and compare at least two different independence movements in the Americas (1776–1830), examining causes, leadership, methods, and outcomes.</p> <p>One case study must be the U.S. Revolution; the second can be chosen from Latin America (e.g., Haiti, Gran Colombia, Mexico, Brazil).</p> <p>Students will create a multi-part product:</p> <p>A comparative research paper</p> <p>A creative component</p> <p>A reflection on the process of creating this project.</p>
Learning Experiences <i>Add additional rows below as needed</i>					
Topic or Content		Learning Experiences		Personalized Learning and Differentiation	

Pre-Columbian Societies & European Exploration	Interactive map analysis of major indigenous civilizations; primary source analysis of Cahokia and the Iroquois Confederacy.	Student agency in choice, chunked assignment, visual aids provided, rubric and checklist provided, check-ins by teacher, extended time offered where needed.
European Colonization & Interactions with Indigenous Peoples	Students will create and annotate a descriptive map that summarizes and explains the various European settlements in the Americas and how they interacted with the Indigenous Communities.	Student agency in choice, chunked assignment, visual aids provided, rubric and checklist provided, check-ins by teacher, extended time offered where needed.
Colonial Economies, Labor Systems, and the Atlantic World	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"	Student agency in choice, chunked assignment, visual aids provided, rubric and checklist provided, check-ins by teacher, extended time offered where needed.
The American Revolution - Causes & War	Socratic seminar on Enlightenment ideas and revolutionary rhetoric; historical simulation of the Continental Congress debates.	
The Constitution & Early Government	Mock Constitutional Convention where students advocate for different factions (Federalists vs. Anti-Federalists).	
Independence Movements Deep Dive	<p>Deep Dive Project: Independence Movements in the Americas</p> <hr/> <p>Project Title:</p> <p>Revolutionary Voices: Independence Movements Across the Americas</p> <hr/> <p>Project Description:</p> <p>Students will research and compare at least two different independence movements in the Americas (1776–1830),</p>	

examining causes, leadership, methods, and outcomes.
One case study must be **the U.S. Revolution**; the second can be chosen from Latin America (e.g., Haiti, Gran Colombia, Mexico, Brazil).

Students will create a multi-part product:

- A **comparative research paper** (~1,000–1,200 words)
- A **creative component** (choice of historical newspaper front page, revolutionary propaganda poster, or short documentary video)
- A **reflection** connecting the projects to modern ideas of liberty and governance

Research Expectations:

- Use **at least 4 scholarly sources** (primary and secondary)
- Correct Chicago-style citations (bibliography and footnotes)
- Integration of OPCVL analysis for at least one primary source

Required Sections of Paper:

1. **Introduction:** Define independence movements in context; state thesis

	<ol style="list-style-type: none"> 2. Causes: Analyze political, social, economic, and ideological factors 3. Leadership and Methods: Compare strategies and revolutionary figures 4. Impact and Outcomes: Short- and long-term effects; success or failure? 5. Conclusion: Tie back to thesis with supported argument <hr/> <p>Creative Component Options:</p> <ul style="list-style-type: none"> • Newspaper Front Page: Reporting on the "Declaration of Independence" moment of both revolutions (must include news article, editorial, and political cartoon) • Propaganda Poster: Create visual propaganda promoting either the American or the Latin American revolutionary cause • Short Documentary Video: 3–5 minutes narrating the origins, key figures, and outcomes of two revolutions 	
Review and Assessment (IB-style essays)	Structured writing workshop with peer review for IB Paper 3 practice essays.	
Content Resources		
IB Command Terms OPCVL Charts Stanford History Education Group		

