



## Unit 2: Early American History

Marietta City Schools

District Unit Planner

IB HOTA Y1

Unit Title/ Topic	Unit 2: Early American History (1787 - 1870)	Hours	30 Hours
-------------------	--	-------	----------

**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><b>Skills:</b></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><b>Details:</b> 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><b>Category:</b> Communication  <b>Cluster:</b> Communication Skills  <b>Skill Indicator:</b> Students will negotiate ideas and knowledge with peers and teachers.</p> <p><b>Category:</b> Thinking  <b>Cluster:</b> Critical Thinking Skills  <b>Skill Indicator:</b> Students will gather and organize information in order to formulate an argument.</p> <p><b>Category:</b> Thinking Skills  <b>Cluster:</b> Transfer</p>

	<p><b>Skill Indicator:</b> Students will be able to use the OPCVL format on a variety of sources.</p> <p><b>Category:</b> Affective Skills</p> <p><b>Cluster:</b> Managing State of Mind</p> <p><b>Skill Indicator:</b> Students will practice focus and concentration</p>
<p><b>Content/skills/concepts</b></p>	<p><b>Learning process</b></p>
<p><b><u>Students will know the following content:</u></b></p> <p style="text-align: center;"><b><u>GA DoE Standards</u></b></p> <p><b>SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.</b></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><b>SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</b></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>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p><b>Details:</b> 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>

c. Explain the key features of the Constitution, including the Great Compromise, limited 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.

SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.

- a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- c. Analyze the impact of the Mexican War on growing sectionalism.
- d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

SSUSH9 Evaluate key events, issues, and individuals related to the Civil War

- a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

SSUSH10 Identify legal, political, and social dimensions of Reconstruction.

- a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.
- b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen's Bureau) to support poor whites, former slaves, and American Indians.
- c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
- d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

<p align="center"><b><u>Students will develop the following skills:</u></b></p> <p><b>Map and Globe Skills:</b> 1. use a compass rose to identify 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  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  11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>2. organize items chronologically</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>11. draw conclusions and make generalizations</li> </ol> <p align="center"><b><u>Students will grasp the following concepts:</u></b></p> <p><b>IB Command Terms:</b>  Examine  Discuss  To what extent</p>		
<b>Language and Learning</b>	<b>TOK Connections</b>	<b>CAS connections</b>
Scaffolding for new learning  <b>Details:</b> 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  <b>Details:</b> 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  <b>Details:</b> 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.
<b>Essential Understandings and Questions</b>		

**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.**

<b>DP Assessments</b>	<b>Assessment Objectives</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>	<b>Summative Assessments</b>
	<p>Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information.</p> <p>Accurately use the OPCVL framework with regards to an historic claim.</p> <p>Students will master a body of information</p>		<p>Vocabulary Quizzes</p> <p>Various quizzes to check for understanding of US History GSEs</p>	<p>Students will complete portions of a released or simulated IB Paper 3</p> <p>Deep Dive: Civil War Museum (from the Atlanta History Center)</p> <p>Students will create a museum that covers the causes, events, and consequences of the Civil War. Each section of the museum requires students to find artifacts from archival research and discuss why their chosen artifacts should belong in their museum. This assignment requires students to relate their content information with their own chosen artifacts and explain the significance of said artifacts.</p> <p><a href="#">Rubric</a> <a href="#">Atlanta History Center Museum Assignment</a></p>

					First Presidents Trading Cards
					Midterm Exam
<b>Learning Experiences</b>					
Add additional rows below as needed.					
<b>Topic or Content</b>		<b>Learning Experiences</b>		<b>Personalized Learning and Differentiation</b> 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	
Early America Westward Expansion Age of Jackson Antebellum South Causes of the Civil War (IB History paper 3 Section 8) Events of the Civil War (IB History paper 3 Section 8) Consequences of the Civil War (IB History paper Section 8)		<b>First Presidents Trading Cards:</b> Students will use a combination of communication and justification to summarize and evaluate the Presidents from Washington to Polk  <b>Cotton Statistics:</b> Students will look at data regarding cotton and slavery in the American south to determine if the Cotton Industry was sustainable. <a href="#">Instructions</a>		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	
<b>Content Resources</b>					
InThinking American YAWP					