



Marietta City Schools

District Unit Planner

US History through Film

Unit title

Unit 1: The Foundation of America

Unit duration (hours)

12 Hours

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.

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

b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.

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.

SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

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.

b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

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.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
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
7. interpret timelines, charts, and tables
9. construct charts and tables
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
17. interpret political cartoons

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a 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
9. use latitude and longitude to determine location
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities

Literacy Skills:

- L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10WHST1: Write arguments focused on discipline-specific content

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

How did mercantilism and transatlantic trade impact development of the colonies

What was the Middle Passage like for enslaved Africans?

What contributions did the African population, architecture, agriculture, and foodways make toward the development of the colonies?

What were the main causes of the Revolutionary War?

How did colonists respond to British policies leading up to the Revolutionary War?

How did the French and Indian War and the 1763 Treaty of Paris lead to the American Revolution?

What events and key ideas brought about the adoption and implementation of the United States Constitution?

What were the strengths and weaknesses of the Articles of Confederation?

How did the weaknesses in the Articles of Confederation and Daniel Shays' Rebellion lead to a call for a stronger central government?

What are the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise?

How did 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 influence the Constitution of the United States?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

☰ Unit 1: What Life On a Slave Ship Was Like Questions

Summative Assessment(s):

Comparison of the Articles of Confederation and Constitution- students will create their own representation of the similarities and differences between both documents.

Learning Experiences

Add additional rows below as needed.

Objective 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.
Transatlantic Trade	<ul style="list-style-type: none"> ☰ Unit 1: What Life On a Slave Ship Was Like Questions 	*Students can have class/group discussions on the evolution of population movement.
Causes of the American Revolution	<ul style="list-style-type: none"> ☰ Unit 1: Group Work Task: Analyzing Colonial Resistance 	* Students can work in groups or individual learning. *Notes and graphic organizers *Students can go further with a debate
Colonization Federalist Papers Constitution, Articles of Confed & Federalism	<ul style="list-style-type: none"> ☰ Unit 1: Video questions: Colonization-Crash Course #2 ☰ Unit 1 James Madison, the Federalist Papers-Questions ☰ Unit 1: Constitution, Articles & Federalism Questions 	*Scaffolded learning via chunking information *Grouping for Technique presentations via random or self-selected *Jigsaw technique

Content Resources

▶ What Life On a Slave Ship Was Like

[Animated interactive of the history of the Atlantic slave trade. \(slate.com\)](#)

▶ When is Thanksgiving? Colonizing America: Crash Course US History #2

▶ Fast Facts About the Proclamation of 1763 | History

▶ 1776

<https://google.discoveryeducation.com/learn/videos/6033934d-d1a3-428f-8d66-db71a01882c9> (History Kids: Causes of the Revolutionary War)

<https://google.discoveryeducation.com/learn/videos/2dbb11ba-4d1c-4ecc-b0fa-3cfd5107c491> (Liberty's Kids: The Intolerable Acts)

<https://google.discoveryeducation.com/learn/player/7d2de390-e9b8-4a24-9ded-f5fdb9a85b6a> (Liberty's Kids: The Midnight Ride)

<https://google.discoveryeducation.com/learn/player/4a8418ca-32f7-4fb8-9e38-55cf22348f45> (Liberty's Kids: The Shot Heard Round the World)

<https://www.hbo.com/movies/the-words-that-built-america>

▶ The Constitution, the Articles, and Federalism: Crash Course US History #8

▶ James Madison, the Federalist Papers