

WAUCONDA SCHOOL DISTRICT 118
UNIT PLANNING ORGANIZER

Subject: AP US History

Unit: 1 Period 1 1491-1607

Pacing: 8 days

STAGE 1 – DESIRED RESULTS

Essential Questions:

What was the “new world” like before European exploration? Why did Europe travel to the new world? What European powers participated and competed in exploration? Trace the rise of the English nation-state between 1492 and 1607. What important factors influenced this rise? In what ways did later colonization efforts attempt to learn from earlier experiences? To what extent was there religious freedom in the colonies? How did exploration impact the new world?

Big Ideas:

Early contacts among groups in North America, and North American societies in the context of the Atlantic World; Spanish exploration and the development of colonies in the Americas; the rise of the English as an imperial power, including the conflict with the Spanish; initial English colonial settlements, including successes and failures, and the unique attributes of each of the colonies.

CCSS (Priority Standards):

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

STAGE 2 – EVIDENCE

Concepts (What students need to know)	Performance Tasks (What students will be able to do)	21st Century Skills
All concepts taken from the College Board Curriculum ● 1.1 - As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. ○ 1.1.I - Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. ● KC-1.2 - Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. ○ KC-1.2.I - European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. ○ KC-1.2.II - The Columbian Exchange and development of the Spanish Empire in the	All tasks taken from the College Board Curriculum Explain the context for encounters between Europeans and Native Americans. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America. Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society. Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. Analyze how technological innovation has affected economic development and society. Explain how religious groups and ideas have affected American society and political life. Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	Chronological Reasoning Comparison and Contextualization Crafting Historical Arguments from historical Evidence Historical Interpretation and Synthesis Causation Argumentation Claims and Evidence in Sources Development and Processes Making Connections

Western Hemisphere resulted in extensive demographic, economic, and social changes. ○ KC-1.2.III - In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. ○ KC-1.1.I.A The spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. ○ KC-1.1.I.B Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. ○ KC-1.1.I.C In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages. ○ KC-1.1.I.D Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled	Explain how ideas about women's rights and gender roles have affected society and politics. Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time. Explain the causes of exploration and conquest of the New World by various European nations. Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492. Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time. Explain how and why European and Native American perspectives of others developed and changed in the period. Explain the effects of the development of transatlantic voyages from 1491 to 1607.	
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communities supported by the vast resources of the ocean.

- **KC-1.2.I.A** European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
- **KC-1.2.I.B** The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
- **KC-1.2.I.C** Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.
- **KC-1.2.II.A** Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
- **KC-1.2.II.B** In the encomienda system,

Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

- **KC-1.2.II.C** European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
- **KC-1.2.II.D** The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.
- **KC-1.2.III** In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
- **KC-1.2.III.A** Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

○ KC-1.2.III.B As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance. ○ KC-1.2.III.C Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.		
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Common Formative/Summative Assessments:

- SAQ
- Multiple choice
- Project Presentations

Interim Assessments (Informal Progress Monitoring checks):

- Reasons for colonization doc analysis
- Jamboard (foot soldier)
- Zinn v. Schweikart
- Documenting US History
- Colony on the edge of ruin

Modified Common Assessments:

N/A

Modified Interim Assessments:

N/A

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

- *“Documenting United States History: Themes, Concepts, and skills for the AP course”*
- *“United States History Preparing For The Advanced Placement examination (AMSCO)”*
- *“Historical Thinking Skills: A Workshop For U.S. History”*
- *“The Center for Learning: Advanced Placement US History Book”*
- *“Critical Thinking in United States History”*
- *“College Board Online Classroom”*
- *“Heimlers History”*
- *“Albert.io”*

Suggested Research-based Effective Instructional Strategies

Identifying Similarities and Differences - The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows.

Summarizing and Note Taking - These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Cues, Questions, and Advance Organizers Cues - Questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience

Cooperative Learning - Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Reinforcing Effort and Providing Recognition - Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Taken from: *Marzano's Nine Instructional Strategies for Effective Teaching and Learning*

Academic Vocabulary/ Word Wall	Enrichment/Extensions/ Modifications
• Encomienda system • maroon communities in Brazil and Caribbean • Christianity and traditional African religions • pueblo • Chinook • Iroquois • Algonquian • Columbian Exchange • smallpox • mestizo • Zambo • Juan de Onate • Spanish mission system • sugar • silver • corn • potatoes • horses • cows • sextant • joint-stock company • Juan de Gines de Sepulveda • Bartolome de Las Casas	Modifications are made to assignments as needed and prescribed by a student's IEP and/or 504