

Unit One: Pre-Columbian Societies to the Founding of a Nation
AP U.S. History / ECE History 1501

13 Class Meetings

Revised June 2019

Essential Questions

- What experiences and groups of people formed the foundation of the American Identity?

Enduring Understandings with Unit Goals

EU 1: A historian's interpretation of history must include a clear synthesis of events that is well-supported with evidence from multiple perspectives.

- Analyze a primary source by identifying its historical context, intended audience, purpose, point of view, and significance
- Analyze a secondary source by identifying the author's thesis and evaluating his or her use of evidence to support the thesis
- Write effective historical essays with a strong thesis and supporting information

EU 2: The collision of cultures can bring about both positive and negative change.

- Compare the cultural values and attitudes of different groups in the New World before the Revolutionary War
- Explain how contact affected intergroup relationships and conflicts before the Revolutionary War

EU 3: Despite having distinct cultural differences, economic and political factors unified the American colonists in their fight for independence from Great Britain.

- Analyze the role of economic, political, social, and environmental factors on the formation of regional identities in the American colonies
- Evaluate the economic, political, and social causes of the American Revolution
- Explain how, despite Great Britain's overwhelming advantages, the Patriot cause succeeded

EU 4: The debate concerning the proper balance between liberty and order shaped the political developments of the new republic.

- Explain how issues under the Articles of Confederation led to new compromises and the creation of the Constitution
- Evaluate the early post-revolutionary leaders and their attempts to create a stronger government

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Standards

Common Core State Standards/College and Career Readiness Anchor Standards:

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.WHST.11-12.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

College Career and Civic Life – C3 Framework for Social Studies State Standards:

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

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- **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.

MSMHS Academic, Civic, and Social Competencies

Competency 1: Read and write effectively for a variety of purposes

Competency 2: Speak effectively with a variety of audiences in an accountable manner

Competency 5: Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

College Board Key Concept Alignment: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2

- Primary and secondary sources
- Historiography
- Pre-contact America and native societies
- Columbian Exchange
- New England Colonies
- Chesapeake Colonies
- Middle and Southern Colonies
- American Revolution
- The Articles of Confederation and the Critical Period
- The Constitution
- Current Event Connections

Interdisciplinary Connections

- English – American Foundational texts (Declaration of Independence, Federalist No. 10)

Daily Learning Objectives with *TWPS Activities*

Students will be able to...

- Explain how historians use primary and secondary sources in their craft of historiography.
 - *What expectations should we have in the classroom for Accountable Talk?*

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- *Based upon your summer reading of the text 1776, what resonated with you?*
- Analyze a primary source by identifying its historical context, intended audience, purpose, point of view, and significance.
 - *Using the primary sources distributed, respond to our Essential Question: “What experiences and groups of people formed the foundation of the American identity?”*
- Analyze a secondary source by identifying the author’s thesis and evaluating his or her use of evidence to support the thesis.
 - *Using the evidence provided, describe the experience of the Native Americans during the time of European encounter and settlement.*
- Compare the cultural values and attitudes of different European, African, and native peoples and explain how contact affected intergroup relationships and conflicts before the Revolutionary War.
 - *Complete the AP Multiple Choice Question and defend your response with written justification using evidence.*
- Analyze the role of economic, political, social, and environmental factors on the formation of regional identities in the American colonies.
 - *What led to the formation of regional identities in the American colonies?*
- Defend the significance of a colonial figure in contributing to the evolving “American identity” using primary source evidence.
 - *Which two historical figures’ cases were presented as the strongest for adding to the “American identity”?*
- Evaluate the extent to which the Seven Years’ War contributed to maintaining continuity as well as fostering change in the relationship between Britain and its North American colonies.
 - *Complete the AP Multiple Choice Question and defend your response with written justification using evidence.*
- Dissect the economic and political reasons that led to the colonists declaring independence.
 - *Based upon your homework on the decision to declare independence, explain which option resonated with you the most.*
- Analyze the factors that led to a Patriot victory over Great Britain.
 - *To what extent is George Washington responsible for a Patriot victory in the Revolutionary War?*
- Evaluate the political, economic, and social effects of the Revolution during the Critical Period.
 - *What challenges did the United States face at the start of the new nation?*

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- Explain how issues under the Articles of Confederation led to new compromises and the creation of the Constitution.
 - *What were the perceived strengths and weaknesses of the Articles of Confederation?*
- Evaluate the early post-revolutionary leaders and their attempts to create a stronger government.
 - *Defend or refute with evidence this statement: The Constitution of the United States was written to protect the economic interests of the upper classes.*
- Write effective historical essays with a strong thesis and supporting information.
 - *What major content or concepts from Unit 1 do you feel confident/curious about?*

Instructional Strategies/Differentiated Instruction

- **HLP:** Academically Productive Talk
- **HLP:** Writing to Learn (TWPS)
- **HLP:** Effective Feedback
- Textbook, Primary Source, and Historical Scholarship Readings
- Vocabulary Lists (IDs)
- Reading like a Historian Seminar
- HAPPY Document Analysis/Living DBQ
- Lecture
- Historical Thinking Skills Guided Practice
- Reading and Lecture Quizzes
- Roundtable Discussions
- Debates
- Essay-writing
- One Pager Writing Activity
- Unit Test
- Flexible grouping
- Examination of exemplary student work
- Teacher modeling
- Guided practice
- Student self-assessment
- Graphic organizers/outline
- Student restating information
- Rephrasing information for students
- Video Clips

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Interdisciplinary Connections:

- World Language: Conquistadors
- Science: Atlantic World
- English: Scholarly Reading and Research, Source Evaluation, Analysis of Foundational Documents, Closed vs. Open Theses

Assessments

FORMATIVE ASSESSMENTS:

- ID List: *America Past and Present* Chapters 1-6
- Oral Questioning
- Cause-Effect-Solution Exercise
- Short Answer Practice
- Multiple Choice Practice
- Higher Order Thinking (HOT) Question Exit Tickets
- Roundtable: Colonial Celebrities
 - MSMHS Rubric 2: Accountable Talk
 - Self-Assessment
- Long Essay Question: Foundations of America
 - MSMHS Rubric 1: Literacy
 - Self-Assessment
- Great Debate: Elitist Founding Fathers?
- Warm Ups
- Accountable Talk Discussions
- Daily Think-Write-Pair-Share (TWPS)
- Exit Slips
- Homework

SUMMATIVE ASSESSMENTS:

- Quiz: Chapters 1-3 (EU 2)
- Quiz: Chapters 4 and 5 (EU 3)
- Roundtable: Colonial Celebrities
- Long Essay Question: Foundations of America (EU 1, 2, 3, 4)
- Unit Test (IDs and Essay)

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Unit Task

Unit Task Name: Colonial Celebrities Roundtable

Description: Students will engage in a roundtable discussion utilizing the Harkness Model. They will each be assigned a colonial figure to research. Acting as their assigned individual, they will present a speech regarding the contributions of their character, supported with a primary source document created by or about their character, to the roundtable group to defend why he/she had a drastic impact on the American colonial identity and should be considered a “colonial celebrity” (EU 2). Students not only defend their character’s actions and make connections to other colonial figures; they must also bring a written analysis of their primary source document to turn in (EU 1).

Evaluation: MSMHS Rubric 2: Accountable Talk

Unit Resources

- Textbook (*AMERICA: Past and Present AP Edition*)
- Armstrong, Stephen. *5 Steps to a 5 AP US History*, 2018. McGraw-Hill, 2018.
- Supplementary Reading Excerpts:
 1. *Constructing the American Past: A Source Book of a People’s History, Volume 1*
 2. *Major Problems in American History, Volume 1 – to 1877*
 3. *Taking Sides: Clashing Views in United States History, Volume I – The Colonial Period to Reconstruction*
 4. *Documenting United States History*
- Primary Source Documents
- MSMHS School-wide Rubrics
- Documentary Video Clips
- Laptops
- Internet