



Marietta City Schools

2023–2024 District Unit Planner

IB History of the Americas Year 1

Unit Title/ Topic	Unit 5: Emergence of the Americas in Global Affairs	Hours	15 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?* Students will understand the complex international relationships that are formed with the emergence of a globally minded United States at the turn of the 19th and 20th centuries.

Unit Description and texts

This unit focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</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>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</p>	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p> <p>Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</p>

	Category: Affective Skills Cluster: Managing State of Mind Skill Indicator: Students will practice focus and concentration
Content/skills/concepts	Learning process
<p><u>Students will know the following content:</u></p> <p style="text-align: center;"><u>GA DoE Standards</u></p> <p>SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.</p> <p>a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.</p> <p>b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.</p> <p>SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.</p> <p>a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.</p> <p>b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.</p> <p>c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.</p> <p>IB Topic: America and World Affairs</p> <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <p><u>Map and Globe Skills:</u> 1, 3, 4, 5, 6, 7, 8, 11, 12</p> <ol style="list-style-type: none"> 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, 	<p>Lecture Socratic Seminar Debate Small group/pair work PowerPoint lecture/notes</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question and gather various perspectives when forming an argument. 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>

<p>product and economic maps</p> <p>7. use a map to explain impact of geography on historical and current events</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>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</p> <p>12. compare maps with data sets (charts, tables, graphs) and /or readings to draw</p> <p>Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17</p> <p>1. compare similarities and differences</p> <p>2. organize items chronologically</p> <p>3. identify issues and/or problems and alternative solutions</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>8. identify social studies reference resources to use for a specific purpose</p> <p>10. analyze artifacts</p> <p>11. draw conclusions and make generalizations</p> <p>17. interpret political cartoons</p> <p><u>Students will grasp the following concepts:</u></p> <p>IB Command Terms:</p> <p>Discuss</p> <p>To what Extent</p>		
Language and Learning	TOK Connections	CAS connections
<p>Demonstrating Proficiency</p> <p>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.</p>	<p>Ways of knowing</p> <p>Details: Students will explore how information is passed from one group or time period to the next. Students will examine the concept of “American Exceptionalism” and how it still survives in the American identity today.</p>	<p>Activity</p> <p>Details: Students will debate the merits of both the expansionist and anti-imperialist views in the US and one other American country.</p>
Essential Understandings and Questions		

Factual:

How did the United States justify its expansionist policies during the late 19th and early 20th centuries?

What were the pro and anti-imperialist arguments?

Conceptual:

Countries and people have been conquering each other since recorded time. What are the common patterns that are present in all expansions?

Debatable:

What are the benefits and problems when a country colonizes or is colonized?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Assessment Objectives Assessment Objectives: Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information. Accurately use the OPCVL framework with regards to an historic claim. Students will master a body of information. Students will begin to learn effective research skills and continue using historical thinking skills.	Formative Assessments	Vocabulary Quiz or Quizzed OPCVL Activity Student Created Learning Materials	Summative Assessments	HOTA Paper 3: Section 10: Emergence of the Americas in global affairs (1880–1929) Students will complete a constructed response to the prompt of their choice
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Learning Experiences

Add additional rows below as needed.

Topic 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
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Direct US involvement in foreign affairs post Civil War to World War I	HOTA Paper 3 Topic 10 10: Emergence of the Americas in global affairs (1880–1929) Students will explore the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War.	Students will discuss and debate the arguments for and against American Imperialism. Students will interpret various political cartoons.
N/A	N/A	N/A
N/A	N/A	N/A
Content Resources		
Additional supports in this unit should include: ThinkIB.net Stanford History Education Group		