

European Arrival in North America

Unit Throughlines	Learning Progression
What effects did interactions among societies have over time on people, land, and power in North America? EU 1. Societies have interacted throughout history, and these interactions can be understood by examining evidence. Interactions often affected people, land, and power. EU 2. When societies seek greater control over resources and decision-making, interactions between groups often change in lasting ways. EU 3. Changes in land and power affect different groups in different ways, leading people to respond differently over time depending on their goals, available resources, and positions of power. Key Practice Standards PS 1. Evaluate the extent to which different individuals or groups have similar or different perspectives on a civic issue or concern. PS 2. Generate open and closed questions relevant to multiple aspects of	Early Interactions 8 Lessons How did North American societies and other societies around the world interact before the 1400s? - L 1. Use close observation of images and prior knowledge to generate ideas and questions about societies in North America. - L 2. Analyze a video source to generate and prioritize questions about how global societies interacted before the 1400s. - L 3. Identify interactions among Indigenous societies in North America before colonization using a map and Indigenous artifacts. - L 4. Identify how the Vikings affected people, land, and power in North America based on evidence from a text. - L 5. Analyze trade before the 1400s by determining what types of goods were exchanged in different regions and using a map to identify trade routes and geographical effects. - L 6. Analyze historical accounts of trade interactions to identify how trade systems worked in the 1400s and European nations' perspectives on trade. - L 7. Synthesize learning about the ways North American societies and other societies around the world interacted before the 1400s. - L 8. Explain one way North American societies and other societies around the world interacted before the 1400s using evidence. Trade and Expansion 8 Lessons Why did the voyages of European nations across the Atlantic Ocean lead to more conquest and colonization in North America? - L 9. Use text and map evidence to identify the routes of early European voyages and their effects on people and land. - L 10. Make connections and generate questions about European conquest and colonization in North America. - L 11. Use text and map evidence to identify the routes of early European voyages and the effects of their voyages.

a topic.

PS 4. Identify the point of view represented in a source and discuss how a person's point of view might affect the way they represent an event or topic, distinguishing between facts and opinions in the source.

- L 12. Identify how riches, glory, and religion motivated European nations to explore and expand into North America.
- L 13. Use primary sources to identify different Spanish and Aztec perspectives and interactions across three events.
- L 14. Identify effects of colonization on people, land, and power using text sources.
- L 15. Synthesize new learning about how European voyages led to conquest and colonization.
- L 16. Explain how the voyages of European nations led to conquest and colonization in North America.

Impact of Conquest and Colonization | 7 Lessons

How did the increased European presence in North America change people, land, and power by the 1800s?

- L 17. Make connections and generate questions about how increased European presence in North America changed people, land, and power.
- L 18. Use map evidence to analyze changes in land control and colonization patterns in North America by the 1750s.
- L 19. Use informational texts about three historical figures to identify how they viewed land and how the control of land affected wealth and power between 1700 and 1800.
- L 20. Use image and text sources to identify how different groups of people's lives were changed in North America by the 1800s.
- L 21. Synthesize learning about how European expansion changed land control, political power, and people in North America.
- L 22. Use drawings and words to illustrate how the increased European presence in North America changed people, land, and power by the 1800s.
- L 23. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit.

Summative Assessment | 2 Days

During this unit, students examined how interactions between different societies shaped North America over time. They studied early Indigenous societies and their networks of exchange, the arrival and expansion of European nations, and the ways these interactions changed people, land, and power by the 1800s.

In this Summative Assessment, students demonstrate their understanding of how interactions shaped North America by creating a three-section booklet describing how people, land, and power in North America changed over time. A planning handout with guiding questions prompts students to organize their ideas before building their final booklet.

Each section focuses on one of the three aspects of change students learned about in this unit: people, land, and power. Using examples from across the unit, students explain how interactions over time

impacted how people lived, who controlled or used land, and who made decisions or held authority.

To assess understanding of perspective and point of view, students also complete a short source-based task. They select a source with information about a specific person or group's perspective on some of the changes described in the booklet. An optional extension question prompts students to then choose a different person or group and compare their perspective.

This assessment measures students' ability to view historical content through the lenses of people, land, and power and to recognize that historical events were experienced differently depending on the groups that experienced them.