

## Diploma Programme subject outline—Group 3: individuals and societies

<b>School name</b>	Worthington Kilbourne High School	<b>School code</b>	007119
<b>Name of the DP subject</b> <i>(indicate language)</i>	History (English)		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
<b>Name of the teacher who completed this outline</b>	John Jordan	<b>Date of IB training</b>	June 2015
<b>Date when outline was completed</b>	May 2018	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	Online Category 1

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart.**

Prescribed subject	Topics	HL option and sections
The move to global war	Causes and effects of 20th Century wars	History of Europe: The French Revolution and Napoleon (1774-1815)
	The Cold War: Superpower tensions and rivalries	History of Europe: Europe and the First World War (1871-1918)
		History of Europe: Diplomacy in Europe 1919-1945

### 1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

<b>Topic/unit</b> (as identified in the IB subject guide) <i>State the topics/units in the order            you are planning to teach them.</i>	<b>Contents</b>	<b>Allocated time</b>	<b>Assessment            instruments to be            used</b>	<b>Resources</b> <i>List the main resources to be            used, including information            technology if applicable.</i>
		One class is <input type="text" value="50"/> minutes.		
		In one week there are <input type="text" value="5"/> classes.		

Year 1	Introduction to historiography/the historian's craft; birth of the modern world	<p>Influence of context on historical events</p> <p>Pitfalls of sourcing for conducting historical investigations and writing historical narrative/analysis</p> <p>Evaluation of sources: OPCVL</p> <p>Continuity and change: historical patterns and historical concepts</p> <p>Historical theories</p> <p>Transition in Europe from feudal system to state power: re-emergence of trade; growth of middle class and towns; taxation and independent treasuries and armies</p> <p>Decline of the influence of the Roman Catholic Church in European affairs: emergence of humanism; entanglement of the Church in secular matters; eruption and expansion of the Protestant Reformation</p> <p>Assertion of limited government in England</p>	4 weeks	<p>Formative assessment tasks include:</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Unit test consisting of a reflective essay on the difficulties faced by historians</p> <p>Multiple choice and map questions focused on historical content</p>	<p>Colton and Palmer. <i>A History of Europe in the Modern World</i> (Chapters 1-4)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>History of Europe: the French Revolution and Napoleon (1774-1815)</p>	<p>The Age of Reason and its influence on the French Revolution</p> <p>Fundamental social, economic, political, causes of the French Revolution</p> <p>The debt crisis and the outbreak of the French Revolution</p> <p>The National Assembly's efforts to transform French politics and society</p> <p>The influence/intervention of foreign states on the French Revolution</p> <p>Radicalization of the French Revolution</p> <p>Roles of French social and political groups and how the Revolution impacted their political power</p> <p>Instability brought on by the Terror, Thermidorean Reaction, and Directory</p> <p>Rise of Napoleon Bonaparte</p> <p>Bonaparte's domestic policies as First Consul and as Emperor</p> <p>Bonaparte's foreign policies as First Consul and policies for managing his empire</p> <p>Bonaparte as tactician and strategist; reasons for the collapse of his empire.</p>	<p>9 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Doyle, William. <i>The French Revolution: a very short introduction</i></p> <p>Lefebvre, Georges. <i>The French Revolution</i> (selections)</p> <p>Rude, George. <i>The French Revolution</i> (Introduction – Why was there a revolution in France?)</p> <p>Schama, Simon. <i>Citizens! A chronicle of the French Revolution</i> (selections)</p> <p>Bruun, Geoffrey. <i>Europe and the French Imperium 1799-1814</i>. (selection)</p> <p>Cobban, Alfred. <i>Dictatorship – its history and theory</i>. (selection)</p> <p>Johnson, Paul. <i>Napoleon: A life</i>. (selections)</p> <p>Madame de Remusat. <i>Memoirs</i> (selection)</p> <p>Wills, Garry. <i>Certain Trumpets</i> (Chapter 4 – Military Leader: Napoleon)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>Europe: Industrialization, urbanization, nationalism</p>	<p>Efforts by Europe's monarchs to "turn back the clock" and suppress mass movements</p> <p>Industrialization and urbanization in Europe</p> <p>Problems in Europe caused by industrialization and urbanization</p> <p>Reform movements and proletarian radicalism</p> <p>Origins of cultural and political nationalism</p> <p>Nationalist revolutions in Europe and the Americas</p> <p>Failed nationalist revolts in Europe</p> <p>Unification of Italy</p> <p>Unification of Germany</p>	<p>4 weeks</p>	<p>Formative assessment tasks include:</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Unit test consisting of a analytical essay on industrialization, urbanization, or nationalism</p> <p>Multiple choice and map questions focused on historical content</p>	<p>Colton and Palmer. <i>A History of Europe in the Modern World</i> (Chapters 11-12)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>History of Europe: Europe and the First World War (1871-1918) / Causes and effects of 20th Century wars</p>	<p>Motives and justifications for European imperialism in the late 19th Century</p> <p>Imperialism, the “Eastern Question”; German internal politics and the leadership of Kaiser Wilhelm II; Balkan nationalism, Pan-Slavism; contribution of all to outbreak of First World War</p> <p>Expansion of First World War</p> <p>Stalemate on the Western Front; nature of trench warfare – tactics and strategy</p> <p>Impact on civilians: mobilization of human and economic resources via economic planning; suppression of dissent and promulgation of propaganda; civilian casualties</p> <p>Strengths and weaknesses of the German/Central Powers’ war effort</p> <p>Collapse of Russia; Russian Revolutions</p> <p>Reasons for and impact of entry of the U. S.</p> <p>Causes of the defeat of the Central Powers</p> <p>Social, political, and cultural impacts of the war</p> <p>Paris Peace Conference, its results, and reactions of victorious and defeated nations</p>	<p>11 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Howard, Michael. <i>The First World War: a very short introduction</i>.</p> <p>Tuchman, Barbara. <i>The Guns of August</i> (Chapters 1-9)</p> <p>Ferguson, Niall. <i>The Pity of War</i> (selection)</p> <p>Geiss, Immanuel. “The Outbreak of the First World War and German War Aims” (selection)</p> <p>Lenin, V. I. “War and Revolution” (selection)</p> <p>Keegan, John. <i>The First World War</i></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The move to global war: Italy / Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919-1945)</p>	<p>Italian dissatisfaction with conduct and outcomes of First World War; founding of Fasci di Combattimento</p> <p>Fascist doctrine and its influence on domestic and foreign policies</p> <p>Economic, social, and political conditions in Italy; rise of the Fascist Party and Benito Mussolini to power</p> <p>Initial positioning of Italy as rational, predictable player in European affairs</p> <p>Reasons for Mussolini's shift to aggression</p> <p>Italian invasion of Ethiopia; international response</p> <p>Italian intervention in Spanish Civil War and invasion of Albania</p> <p>Italian non-belligerency and eventual entry into Second World War</p>	<p>3 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample assessment s based on Paper 1-type questions</p> <p>Summative assessment task:</p> <p>Complete Paper 1</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Mussolini, Benito. "The Doctrine of Fascism" (selection)</p> <p>Kagan, Donald. <i>On the Origins of War and the Preservation of Peace</i> (selection)</p> <p>Kissinger, Henry. <i>Diplomacy</i> (selection)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The move to global war: Germany / Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919-1945)</p> <p>Part 1: Nazi doctrine and its impact on policy</p>	<p>German views of the outcome of the First World War and rejection of the dictated peace settlement; founding of the NSDAP</p> <p>Nazi doctrine and its influence on domestic and foreign policies</p> <p>Economic, social, and political conditions in Italy; rise of the Nazi Party and Adolf Hitler to power</p>	<p>2 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample assessment s based on Paper 1-type questions</p> <p>Summative assessment task:</p> <p>Complete Paper 1</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Hitler, Adolf. "Twenty Five Points Program of the NSDAP"</p> <p>Hitler, Adolf. <i>Mein Kampf</i> (selection)</p> <p>Shirer, William. <i>The Rise and Fall of the Third Reich</i> (selection)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
	<p>IA: Historical Investigation (Part One)</p>	<p>Introduction to the requirements and assessment criteria for the HI</p> <p>Expectations for sourcing</p> <p>Initial research and formulation of research question</p> <p>Additional research with focus on the research question; refining the research question</p> <p>Independent research and creation of working outline and bibliography (summer)</p> <p>Draft of Section A (summer)</p>	<p>2 weeks</p> <p>plus expected 10 hours of independent work during the summer break</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used to record insights gained from sources and to explain how these insights influence the student's response to his/her research question</p> <p>Working outline and draft of Section A (noted for completion only; no feedback given at this time)</p> <p>No summative assessment at this time</p>	<p><i>IB History Course Guide</i> and teacher support materials from IB</p>

Year 2	IA: Historical investigation (Part Two)	<p>Closer examination of assessment criteria for Section B</p> <p>Additional research and writing Section B</p> <p>Peer review of Sections A and B; additional research (if necessary) and revision</p> <p>Review of assessment criteria for Section C; writing Section C</p> <p>Submission of full HI draft to instructor for feedback; additional research (if needed) and revision</p> <p>Submission of final product</p>	3 weeks	<p>Formative assessment tasks:</p> <p>Grade sample Sections A and B using assessment criteria</p> <p>Peer-review each other's work using assessment criteria</p> <p>Feedback from instructor on draft of full HI</p> <p>Summative assessment task:</p> <p>Complete HI</p>	<p><i>IB History Course Guide</i> and teacher support materials from IB</p>
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	<p>Two civil wars: China and Spain / Causes and effects of 20th Century wars</p>	<p>Causes of the Chinese Civil War: resentment of foreign influence; failure of Qing and Kuomintang to successfully govern; Chiang's betrayal of First United Front</p> <p>Kuomintang and CCP's mobilization of human and economic resources for war; role of foreign powers</p> <p>Impact of Japanese invasion</p> <p>Role of United States and Soviet Union in second phase of Chinese Civil War</p> <p>Causes of CCP victory and effects on People's Republic of China, Taiwan, east Asia, and the Cold War</p> <p>Causes of the Spanish Civil War: social, economic, cultural, political fracturing; Franco's coup</p> <p>Republican and Nationalist mobilization of human and economic resources; role of foreign powers and non-state participants</p> <p>Causes of the Nationalist victory and effects on Spain and Europe at large in years leading to Second World War</p>	<p>6 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of a Great Power - 1850 to the present</i> (Chapters 8-18)</p> <p>Graham, Helen, <i>The Spanish Civil War: a very short introduction</i></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The move to global war: Japan / Causes and effects of 20th Century wars</p>	<p>Emergence of Japanese nationalism and militarism; influence of Japanese interactions with European powers</p> <p>Japan's transition from liberal / internationalist regime to a militant dictatorship</p> <p>Reasons for Japan's acts of aggression against China</p> <p>Japanese invasion of Manchuria and Shanghai in 1931; Chinese and international response</p> <p>Japanese invasion of China in 1937; Chinese and international response</p> <p>Reasons and consequences of Japan's alliance with Germany and Italy</p> <p>U. S. response to increasing Japanese aggression in east Asia and the Pacific</p> <p>Reasons for Japan's attack on Pearl Harbor; consequences of the attack</p>	<p>3 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample assessment s based on Paper 1-type questions</p> <p>Summative assessment task:</p> <p>Complete Paper 1</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The move to global war: Germany / Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919-1945)</p> <p>Part 2: German aggression and international response</p>	<p>Review of how Nazi doctrine influenced German foreign policy; review of German foreign policy from 1919-1933</p> <p>Reasons for shift from cooperative to aggressive foreign policy</p> <p>German rearmament and remilitarization of the Rhineland; international responses</p> <p>Anschluss and demand for German annexation of Sudetenland; international responses</p> <p>Breakdown of collective security and origins of appeasement; consequences</p> <p>German invasion of Czechoslovakia; international responses – the end of appeasement</p> <p>German-Soviet Non-aggression Pact; international responses</p> <p>Outbreak of the Second World War and German domination of its first major military confrontations; success of German blitzkrieg</p>	<p>3 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample assessment s based on Paper 1-type questions</p> <p>Summative assessment task:</p> <p>Complete Paper 1</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Kagan, Donald. <i>On the Origins of War and the Preservation of Peace</i> (selection)</p> <p>Kissinger, Henry. <i>Diplomacy</i> (selections)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The Second World War Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919-1945)</p>	<p>German overextension: proposed invasion of Great Britain; assumption of Italian war efforts in North Africa and the Balkans; invasion of the Soviet Union</p> <p>Evolution of American public opinion and the role of the United States in the war in Europe; U. S. entry into the war</p> <p>Transformation of war on land, sea, and air</p> <p>The Grand Alliance – points of agreement and conflict; strategy to defeat the Axis</p> <p>Turning of the tide of war in 1942-43: Battle of Midway; Battle of the Atlantic; Battle of el Alamein; Battles of Stalingrad and Kursk</p> <p>Allied and Axis countries' mobilization of human and economic resources to sustain their war efforts; effects on civilian populations</p> <p>Allied offensives: in Italy and France; Eastern Front; Pacific</p> <p>Causes of the Axis defeat</p> <p>Allied agreements for future of Germany and rest of Europe;</p> <p>Social, economic, political, and cultural impact on defeated Axis and victorious Allied nations</p>	<p>4 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Weinberg, Gerhard. <i>The Second World War – a very short introduction</i></p> <p>Murray and Millett. <i>A War to be Won: Fighting the Second World War</i> (selections)</p> <p>Gerhard Weinberg. <i>A World at Arms: a Global History of World War Two</i> (selections)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The Cold War – Superpower tensions and rivalries: The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943-1949)</p>	<p>American, Soviet, and CCP ideologies; the influence of ideology in causing the Cold War</p> <p>Economic interests of the Soviet Union and the U. S. in immediate postwar world; influence of economic interests in causing the Cold War</p> <p>Leadership decisions of Joseph Stalin, Harry Truman, and Mao Zedong; their influence in causing the Cold War</p> <p>Acts interpreted by each side as aggressive; their influence in causing the Cold War</p> <p>Atomic weapons and their influence in causing the Cold War</p>	<p>3 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of a Great Power - 1850 to the present</i> (Chapter 18)</p> <p>Gaddis, John Lewis, <i>The Cold War: A New History</i> (Chapters 1 and 3)</p> <p>Zubok, Vladislav, <i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i> (Chapters 1-3)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The Cold War – Superpower tensions and rivalries: The U. S., U. S. S. R. and China (1947-1979)</p>	<p>Containment: idea behind policy; goals of policy; instances of containment in Europe/Asia; evaluation of policy relative to stated goals and impact on Cold War</p> <p>Korean War: causes, outcomes, impact on Cold War superpower relations and on other nations</p> <p>Peaceful coexistence and brinkmanship: idea behind policies; goals of policies; instances of peaceful coexistence and brinkmanship in Europe/Asia; evaluation of policies relative to stated goals and impact on Cold War</p> <p>Cuban Missile Crisis: causes, outcomes, impact on Cold War superpower relations and on other nations</p> <p>Nuclear deterrence: idea behind policy; goals of policy; instances of containment in Europe/Asia; evaluation of policy relative to stated goals and impact on Cold War</p> <p>Reasons for deterioration of Sino-Soviet relationship</p> <p>Detente: idea behind policy; goals of policy; instances of containment in Europe/Asia; evaluation of policy relative to stated goals and impact on Cold War</p>	<p>4 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of a Great Power - 1850 to the present</i> (Chapters 19-21, 24)</p> <p>Gaddis, John Lewis, <i>The Cold War: A New History</i> (Chapters 2, 4-6)</p> <p>Zubok, Vladislav, <i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i>(Chapters 3-8)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	<p>The Cold War – Superpower tensions and rivalries: Confrontation and reconciliation; reasons for the end of the Cold War (1980-1991)</p>	<p>Impact of Cold War tensions on Germany and China; impact of end of Cold War</p> <p>Escalation and de-escalation of nuclear arms race; roles of Ronald Reagan and Mikhail Gorbachev</p> <p>Economic problems of the Soviet Union and Gorbachev’s reforms designed to address these problems; evaluation of Gorbachev’s reforms relative to their stated goals and to their impact on the collapse of the Soviet Union and the end of the Cold War</p> <p>Ideological challenges and dissent from sources outside the Soviet Union (eastern Europe) and inside the Soviet Union; Gorbachev’s reforms designed to address these; evaluation of Gorbachev’s reforms relative to their stated goals and to their impact on the collapse of the Soviet Union and the end of the Cold War</p>	<p>3 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>No-fault quizzes</p> <p>Sample essay assessment</p> <p>Sample OPCVL analyses</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Gaddis, John Lewis, <i>The Cold War: A New History</i> (Chapters 6-7)</p> <p>Zubok, Vladislav, <i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i> (Chapters 9-10)</p> <p>Saarenberg, Daniel, “Germany at the end of the Cold War: the experience of Reunification” (YouTube video presentation)</p> <p>Schell, Jonathan, <i>The Unconquerable World: Power, Nonviolence, and the Will of the People</i></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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## 2. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

Roughly April 15 of Year 1: Students introduced to the requirements of the HI, with focused attention to assessment criteria for Sections A and B, using examples to illustrate how those criteria are reflected in authentic student work; at this time, students will also identify 3-5 potential topics for the HI

In between dates, students will meet with instructor as needed to discuss the practicality of topics and narrow to one

Roughly April 22 of Year 1: Each student will submit a completed Google Doc in which he/she identifies the topic and conducts initial research, starting with two popular sources and three academic (peer-reviewed) sources, describing two insights gained from each source; at this time the student will also identify two books to acquire and propose a working research question (RQ)

In between dates, students will meet with instructor as needed to refine the RQ

Roughly April 29 of Year 1: Each student will submit a completed Google Doc in which he/she identifies the RQ and explains how each of the insights gained from academic sources (from previous Google Doc) influences his/her response to the RQ; and then the student identifies three more academic sources, two more insights from each, and explains how these influence his/her response to the RQ

Before the end of Year 1, students who are struggling in the process so far will meet with the instructor for intensive feedback

During the summer between Year 1 and Year 2, each student will complete a Google Doc that tracks their progress through the research and writing process:

Roughly June 4: Each student will show that he/she has acquired four books to use in research during the summer

Roughly July 2: Each student will identify two insights gained from each of the four books and explain how each insight influences his/her response to the RQ

Roughly July 23: Each student will submit a preliminary outline including a provisional central claim, at least two supporting claims, and at least one counter-claim; each claim must be substantiated by at least four items of evidence, drawn from the insights gained from academic sources and books since the start of the process; a complete, consistently-formatted bibliography must also be provided

Roughly August 13, just prior to the start of Year 2: Each student must submit a complete draft of Section A

First week of Year 2: Review assessment criteria for Section B, using examples to illustrate how those criteria are reflected in authentic student work; students provided class time to conduct additional research as needed and write a complete draft of Section B

Second week of Year 2: Students placed in groups of three to conduct peer review of Sections A and B; students provided class time to conference with each other and conduct additional research and revision, as needed based on peer feedback

Third week of Year 2: Students introduced to Assessment Criteria for Section C, using examples to illustrate how those criteria are reflected in authentic student work; students provided class time to meet with instructor to informally reflect on their experiences and to write Section C

Roughly September 17 of Year 2: Submission of complete draft of HI to instructor; formal feedback from instructor returned by roughly September 24

In between dates, students make additional revisions as needed

Roughly October 8 of Year 2: Students submit final drafts of HI

### 3. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
Europe and the First World War	<p>Part of the development of the causes of the First World War is an examination of European imperialism in the late 19th Century. Europeans justified their acts of imperialism by making references to Social Darwinism and Paternalism, both of which held as their premise the idea that European culture was superior to the cultures of the nations whom they conquered and incorporated into their empires. In a lesson, we will examine language as a way of knowing by examining the words that Europeans used to describe those nations (“savage”) as well as the words they used to describe their own cultural experiences (“progress”). What unspoken assumptions are inherent in these words? How did the use of these words shape Europeans’ beliefs about acts of imperialism? Going deeper, having conquered various nations, Europeans usually required those whom they conquered to adopt their language in addition to or as a replacement for their native languages. Did Europeans regard their languages as superior languages (since some native languages did not include words to address concepts that were central to European worldviews, like property rights) or was this merely an effort to suppress native culture in order to undermine nations’ identities and replace them with new ones? As we study the conduct of the First World War, and especially at the end of this unit as we examine its cultural impact, we will return to the question of “savage” and “progress” and see how Europeans were disillusioned by the same words that they once employed to make themselves feel superior to other nations. We will first note this in V. I. Lenin’s “War and Revolution” and then in First World War memoirs, social criticism, and poetry.</p>

#### 4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Causes and effects of 20th Century wars (with special focus on my unit Two civil wars : China and Spain)	<p>My students will develop their thinking skills as a product of the comparative nature of this unit, which challenges students to look for similarities and differences between two events that originate in very different cultural circumstances, and from there to recognize historical patterns, continuity and change, and to grasp how the context of these events shaped them in unique ways.</p> <p>They will also develop their social and communication skills in that this unit is largely a seminar built around student discussion of texts read independently, but with common purpose defined by a common task. Discussions, as much as student initiative and participation allows, are student-led, requiring a high degree of self-regulation, but also requiring precise verbal and appropriate requests for clarification and respectful challenges to ideas expressed.</p> <p>In the area of self-management, this unit's readings are broken into neat segments, each with a designated task, so it is not so much organizational skills being truly addressed here, but affective skills like resilience certainly are, as the texts students read are challenging texts that employ unfamiliar vocabulary (including names of places and people) that requires them to use decoding skills to overcome initial incomprehension.</p>

#### 5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
The Cold War: superpower tensions and rivalries	<p>The Cold War provides the richest opportunity to analyse events from different cultural perspectives because every event of the Cold War was shaped by decisions made with reference to the diverging interests, goals, and values of the nations involved; each event was then interpreted through the lenses of those nations, lenses formed by those same interests, goals, and values. Understanding each nation's interests, goals, and values, is then the first step to understanding their decisions as well as their reactions to events. This being the case, I have my students read a Cold War history by an American author (John Lewis Gaddis' <i>The Cold War: a New History</i>), one by a Russian author (Vladislav Zubok's <i>Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i>) and one by a respected scholar of China (Jonathan Fenby's <i>Modern China: the Fall and Rise of a Great Power</i>). I also introduce, whenever possible, the perspectives of non-superpower states by introducing additional short readings (from Schell's <i>The Unconquerable World</i> on Poland and Czechoslovakia), personal interviews (Daniel Schaarenberg on East Germany), and guest speakers (local experts on India, Iran, and others as available).</p>

## 6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Historical Investigation (not exactly a “topic” but I’ll offer a topic below)	<p>I love the HI BECAUSE it offers a complete opportunity to develop so many of the traits of the Learner Profile:</p> <p>Risk-takers and Balanced: by encouraging students to develop topics that are truly unique to their own personalities and areas of interest, especially when those areas of interest intersect with non-academic pursuits; these are “higher-risk” topics because the research requires more effort and they often depart from well-trodden ground, but the reward is greater because of it</p> <p>Inquirers and Knowledgeable: their passion for their topic leads them to authentic inquiry, resulting in the development of expert-level knowledge of the topic</p> <p>Thinkers and Open-minded: through feedback from the sources they read, peers, and the instructor, students learn to abandon preconceived notions and develop new insights on topics they may think they already know about</p> <p>Communicators and Principled: the new insights and analysis students gain must be translated into a concise written argument; in making this argument, students learn intellectual and academic honesty</p> <p>Reflective: the HI explicitly requires students to reflect on their experience as a (novice) practising historian</p>
French Revolution and Napoleon	<p>Knowledgeable: I use texts written by historians whose area of expertise is the French Revolution; these texts bring first-tier research to my students and provide them with expert-level knowledge</p> <p>Thinkers and Open-minded: I use five different historians who present five different views on what caused the French Revolution (and do similarly for the radicalization of the Revolution, rise of Bonaparte, and collapse of Bonaparte’s empire); students must consider multiple analyses and synthesize them with knowledge gained to form their own conclusions</p> <p>Communicators and Caring: in written arguments, students must provide a clear and logically structured case for their beliefs; they must do the same during in-class discussions, but practice respect and empathy for each other’s points of view</p>

## 7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Our school has acquired all necessary texts for the course and a well-stocked school library to assist in initial research for the HI. An ample public library network provides access to books as well as online access to academic (peer-reviewed) articles to any student with a library card. The school district has budgeted for additional texts as needed.