



Marietta City Schools

2024–2025 District Unit Planner

IB 20th Century History (HOTA2)

Unit Title/ Topic	<i>Unit 2- Prescribed subject 5: Conflict and Intervention</i>	Hours	<i>22.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

This prescribed subject focuses on conflict and intervention in the late 20th century. Two case studies are prescribed; Rwanda (1990-1998) and Kosovo (1989-2002). Material for detailed study includes the causes of the conflict, course and interventions and impact.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Use of specific terminology in writing</p> <p>Arguable Thesis</p> <p>Build analysis in writing</p> <p>OPCVL</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 1 Essay. Students will use their knowledge and documents provided to analyze content using OPCVL.</p>	<p>Category: Thinking Cluster: Skill Indicator:</p> <p>Category: Social Cluster: Skill Indicator:</p> <p>Category: Communication Cluster: Skill Indicator:</p> <p>Category: Research Cluster: Skill Indicator:</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will also be presenting in class, as well as writing multiple times.</p>

	Additionally, students will have opportunities to conduct their own research to illustrate learning that occurs within this unit.	
Content/skills/concepts	Learning process	
<p style="text-align: center;"><u>Students will know the following content:</u></p> <p>Rwanda and Kosovo Case Study:</p> <ul style="list-style-type: none"> ● Ethnic tensions ● Economic, and Political causes ● Role of leaders and groups ● Actions of the government ● Nature of the conflict ● International response ● Social and economic impact ● International reaction ● Political changes ● Justice and peacemaking <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <p>Analysis of documents by discussing the value and limitation of the origin, purpose, and content.</p> <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>Colonialism and decolonization</p> <p>Nature of civil war and conflict</p> <p>Justice and peacemaking</p>	<p>Small group/pair work: Students engage in small group document analysis . Students engaged in a debate over the leadership of Paul Kagame. Students will engage in station activities in which they had group discussions and wrote answers to discussion prompts.</p> <p>PowerPoint lecture/notes: Students organize details from the presentation and rank the policies (most to least effective) of post genocide and attempts at justice and reconciliation. Annotation of strengths and weaknesses are included.</p> <p>Individual presentations</p> <p>Group presentations: Student groups for political, intellectual, economic, and social causes of the Rwandan Genocide.</p> <p>Details: Students will begin the unit with very basic knowledge about conflict and intervention. Students will build upon that knowledge as the unit progresses. Initially, a significant portion of teaching will be direct instruction, but as the unit progresses, students will be responsible for more group and independent learning with emphasis on drawing conclusions utilizing their knowledge.</p>	
Language and Learning	TOK Connections	CAS connections
<p>Scaffolding for new learning</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 N/a and analysis.</p>	<p>Ways of knowing</p> <p>Details: Most document analysis activities allow students to address TOK Connections. Discussing value and limitation of a variety of each document. Teachers can easily pull TOK Questions as “debrief” questions to summarize the lesson.</p>	<p>Service</p> <p>Details: NA</p>

Essential Understandings and Questions

Factual: What were the origins of the conflict in Rwanda and Kosovo?

Conceptual: Why do ethnic tensions arise in modern nations?

Debatable: To what extent did Belgian colonialism cause the Rwandan Genocide?

To what extent did US involvement in Kosovo end the conflict?

Common Assessment Tasks
List of formative and summative assessments.

DP Assessments	Assessment Objectives See Summative Assessments*	Formative Assessments	<p>Common Formative Assessment #1 Practice OPCVL -Students view and analyze primary and secondary documents.</p> <p>Common Formative Assessment #1 Venn Diagram- Students complete a Venn diagram covering the meaning of two primary source documents.</p>	Summative Assessments	<p>Rwanda Full Source Paper:</p> <p>Kosovo Full Source Paper:</p> <p>Students will experience differentiated lessons based on informal formative assessments on OPCVL. Students in each group will receive targeted support for each of the components of Paper 1.</p>
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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
TBD By IB History 2 Team		

Course of the Rwandan Genocide stations activity	-Students engage in a station activity that follows the course of the Rwandan Genocide from different perspectives	n/a
Yugoslavia “Break-up” Letter	- Students engage in an intro letter from the perspective of different countries that broke away from Yugoslavia	Country differentiated by student choice

Content Resources

[Intro and Causes Kosovo](#)

[Rwanda Conflict and Intervention](#) Images in the presentation represent the reality of the genocides. They may be upsetting to some students. Teacher will provide context and a “warning” daily and will allow students to “take a break” as needed.