



Marietta City Schools
2024–2025 District Unit Planner

IB 20th Century History (HOTA2)

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|--------------------------|-------------------------------------|--------------|-------------------|
| Unit Title/ Topic | <i>Unit 4: Authoritarian States</i> | Hours | <i>20.5 Hours</i> |
|--------------------------|-------------------------------------|--------------|-------------------|

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

Students will study authoritarian states: with focus on Paul Kagame (Rwanda) and Adolph Hitler (Nazi Germany)

Transfer goals/Skills

Skills:

Students' thinking

Research

Communication

Social

Self-management

(Keep 1-3 used during the unit. Aim for a variety to help facilitate learning. Delete those not used and this statement)

Details:

Approaches to learning (ATL)

Category: Collaboration

Details: Students will have multiple opportunities to collaborate during this unit. They will be presenting in class, researching claims, evidence and reasoning, as well as writing multiple times.

| Content/skills/concepts | Learning process |
|---|--|
| <p style="text-align: center;"><u>Students will know the following content:</u></p> <p>1. Emergence of authoritarian states:</p> <p>Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system</p> <p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</p> <p>2. Consolidation and maintenance of power</p> <p>Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system.</p> <p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda</p> <p>3. Aims and results of policy</p> <p>Aims and impact of domestic economic, political, cultural and social policies. The impact of policies on women and minorities</p> <p>Authoritarian control and the extent to which it was achieved</p> <p style="text-align: center;"><u>Students will develop the following skills:</u></p> <p>Knowledge Application</p> <p>Evidence based writing/Argumentation</p> <p>Analysis</p> <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>Paul Kagame and Rwanda/Hitler and Nazi Germany</p> <p>Emergence: social division, economic collapse, political corruption</p> <p>Knowledge Application</p> <p>Evidence based writing/Argumentation</p> <p>Analysis: control over legislation</p> <p>Aims and Goals: Umaganda, Kraft Deutch Freud, Gleichschaltung, political oppressions, re-education camps</p> | <p>Lecture</p> <p>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Individual presentations</p> <p>Group presentations</p> <p>Details: Various methods will be deployed in order to engage students</p> <p>Others:</p> |

| Language and Learning | | TOK Connections | | CAS connections | |
|---|--|---|--|--|---|
| Demonstrating Proficiency Details: Students will demonstrate language proficiency through ID tests before written essays, as a way to provide feedback. | | Ways of knowing Details: Students will continue to build upon their understanding historiography and the historical debate surrounding these concepts | | Creativity Action Service <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i> Details:n/a | |
| Essential Understandings and Questions | | | | | |
| Factual: What are the main causes of authoritarian dictatorships? Conceptual: How are the practices/methods deployed similar and different? Debatable: To what extent did these authoritarian dictatorships suppress the political rights of their citizens? | | | | | |
| Common Assessment Tasks List of formative and summative assessments. | | | | | |
| DP Assessments | Assessment Objectives Review Paper 2 Topics in preparation of the IB Exams in May. | Formative Assessments | ID Quiz Venn Diagram Evidence Triangle | Summative Assessments | Fact Test (ID of content specific vocabulary) Mock Paper 2 |
| 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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| | | Process |
| Content Resources | | |
| Additional supports in this unit should include: Authoritarian States 2 nd Ed. Michael Lynch https://4.files.edl.io/741b/05/05/19/200606-ca4f38c0-58f8-48cd-8b26-82b13f9b939c.pdf https://www.activehistory.co.uk/Miscellaneous/menus/IB/random_q_generator/ http://www.islandschoolhistory.com/paper-2-authoritarian-states.html | | |