

## IB History SL/HL (Year One)

<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand History</b>	
<b>Topic Introduction to Historiography and Review of Pre-modern Europe</b> <p>The discipline of history is made complex by its reliance on human sources which are incomplete and imperfect. Bias and perspective (point of view) influence individual accounts of historic events, which forces the historian to pursue multiple sources as he/she attempts to explain “what happened.”</p> <p>The history of modern Europe is characterized by notable continuities with the pre-modern Era. Contributions of the ancient Greeks and Romans and the power asserted by medieval European authorities continued to resonate as modern European ideas and institutions emerged and evolved.</p>	<b>Pacing</b> <p>Year One of IB History SL/HL is co-seated with AP European History.</p> <p>Weeks 1-3 of Year One, but the Historiography concepts and skills, though introduced at the beginning of the course, will be present and constantly referenced throughout the course. The concepts will be addressed explicitly again at the beginning of Year Two, in conjunction with the Internal Assessment: Historical Investigation.</p>
<b>Content Statement</b> <p><b>1. History is an academic discipline that seeks <u>first</u> to explain <u>what</u> happened – a task made difficult by the complex nature of sources – and <u>then</u> to explain <u>why</u> it happened.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain and suggest solutions to the pitfalls involved in writing history.</li> <li>I can define and evaluate various theories of history.</li> <li>I can discuss the influence of context on a historical event.</li> <li>I can examine how historical processes influence events.</li> <li>I can evaluate and synthesize evidence from both historical sources and commentary and background knowledge to produce critical commentary and reasoned arguments.</li> <li>I can examine historical events, people, and trends using evidence to support relevant, balanced, and focused historical arguments.</li> </ul>	<b>Content Elaborations</b> <p>History is a very difficult and complex discipline, made so by the fact that it relies on human sources, which are notoriously unreliable and idiosyncratic, as evidence. The historical record from which historians seek to synthesize evidence is often incomplete, either because certain events or people were deliberately or accidentally excluded. To the extent that the record is present, it is made the less reliable by bias and its less insidious, but utterly ubiquitous “partner-in-crime,” point-of-view, also known as perspective. The trouble that these have caused historians has led many to adopt an over-simplified “cause and effect” approach to understanding history, which abandons the attempt to synthesize a true narrative and in doing so deprives individuals of their role in history.</p> <p>The alternative is to embrace the complexity of history and accept the challenge of constructing a narrative from an array of diverse and often conflicting sources. In doing so, the historian must have at his/her disposal not only an understanding of events or people, but the broader context in which</p>

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**2. *The ideas and institutions that characterize modern Europe had their origins in the works of the ancient Greeks, Romans, and Medieval Europeans.***

**Learning Targets:**

- I can examine the Ancient Greeks' contributions to modern European history and culture. I can examine the Ancient Romans' contributions to modern European history and culture.
- I can describe the process by which the Greek/Roman heritage was lost and preserved.
- I can describe the role of the Frankish kings in preserving and expanding the Roman Catholic Church in Europe.

**3. *The power and wealth that characterized modern absolute monarchs was preceded by a dynamic which saw power held by the Church and distributed among nobles. Elements of this dynamic persevered into the modern era.***

**Learning Targets:**

- I can analyze the sources of the nobles' power in pre-modern Europe.
- I can analyze the sources of the Roman Catholic Church's power in pre-modern Europe.
- I can analyze the emerging struggle between secular and spiritual authority in pre-modern Europe.
- I can examine the relationship between the power of the Roman Catholic Church and the success of the First Crusade.

those events and people were situated, as well as a sense of the processes which influence those people and events. This understanding allows for a rigorous examination of sources designed to extract the best information available from those sources, despite the presence of bias and/or perspective. By combining the information thus extracted with factual evidence, a balanced and coherent historical narrative or argument may be produced.

For Europeans, history began with the ancient Greeks and Romans. The Greeks established the very concept of citizenship that is practiced in Europe today, and created standards for structured thinking in science and philosophy that influenced modern European thought. Similarly, their standards in the literary and visual arts have stood the test of time. Their concept of individual achievement has been perhaps the most lasting and deeply-rooted of their many contributions to modern Europe. The Romans were less creative and lofty, but their practical focus on how to provide for and govern large populations (through civil engineering and a republican government structured with checks and balances) also served as models for modern Europeans. When the Roman empire collapsed, much of the accumulated knowledge of the ancient Greeks and Romans was lost in western Europe, but its preservation by the Byzantines and Arab Muslims allowed it to be reintroduced, sparking the Renaissance 1000 years later.

In the meantime, the only surviving institution was the Church, headquartered in Rome. The Franks emerged as the only organized Christian kingdom of the early medieval period, and as such became the chief defenders of Christian societies and institutions against barbarian and Muslim challenges. Under the rule of Charlemagne, the Franks established the first European empire since the fall of Rome and forcefully expanded Christianity into eastern Europe. The Viking invasions, however, sent western European into chaos, and kings were forced to invent new structures to secure their kingdoms.

In this environment, kings found themselves bereft of real power. On the one hand, the Church and its leader, the Pope, held spiritual powers that could bring monarchs literally to their knees by threatening them and their subjects with eternal damnation. On the other hand, kings had become totally reliant on their nobles to secure and administer their kingdoms. When kings tried to lord over their nobles, they might be "put in their place," as happened to King

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		John of England when Magna Carta placed legal limits on his power; then kings tried to challenge the Pope, they were forced to back down, as happened to Henry IV, HRE in the lay investiture controversy.	
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• historiography</li> <li>• Narrative Model</li> <li>• Cause-and-effect Model</li> <li>• bias/propaganda</li> <li>• perspective/point of view</li> <li>• “Great Man” Theory</li> <li>• Grand Theory</li> <li>• Determinism</li> <li>• “history repeats itself”</li> <li>• postmodernism</li> <li>• Chaos Theory</li> <li>• polis</li> <li>• demos</li> <li>• citizen</li> <li>• civil liberty</li> <li>• social contract</li> <li>• civil power</li> <li>• political power</li> <li>• democracy</li> <li>• philosophy</li> <li>• Pre-Socratics</li> <li>• Sophists</li> <li>• Classical philosophers</li> <li>• Socratic Method</li> <li>• world of ideas vs. objects</li> <li>• form vs. matter</li> <li>• hero</li> <li>• arete</li> <li>• hubris</li> <li>• nemesis</li> <li>• patricians</li> <li>• Republic</li> </ul>		<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• feudal system</li> <li>• lord/vassal</li> <li>• manor</li> <li>• serf</li> <li>• knight</li> <li>• Battle of Hastings</li> <li>• Magna Carta</li> <li>• Sacraments</li> <li>• Pope/Bishop of Rome</li> <li>• Doctrine of Petrine Supremacy</li> <li>• Lay Investiture controversy</li> <li>• Concordat of Worms</li> <li>• “People of the Book”</li> <li>• dhimmi</li> <li>• jizya</li> <li>• Seljuk Turks</li> <li>• First Crusade</li> <li>• Siege of Antioch</li> <li>• Siege of Jerusalem</li> <li>• Solon</li> <li>• Cleisthenes</li> <li>• Pericles “Funeral Oration”</li> <li>• Thales</li> <li>• Democritus</li> <li>• Protogoras</li> <li>• Socrates</li> <li>• Plato</li> <li>• Aristotle</li> <li>• Homer</li> <li>• Pindar</li> <li>• Aeschylus</li> <li>• Tarquinus Superbus</li> </ul>	
		<ul style="list-style-type: none"> <li>• analyze</li> <li>• define</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• examine</li> <li>• explain</li> <li>• suggest</li> </ul>	

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<ul style="list-style-type: none"> <li>• Senate</li> <li>• Consuls plebeians</li> <li>• Comitia</li> <li>• Tribunes</li> <li>• Plebeian Assembly</li> <li>• latifundia</li> <li>• landless/urban poor</li> <li>• dictatorship</li> <li>• Cloaca Maxima</li> <li>• aqueduct</li> <li>• plebs frumentaria</li> <li>• panem et circenses</li> <li>• “universal city”</li> <li>• Germanic tribes/Goths</li> <li>• “Fall of Rome”</li> <li>• Byzantine Empire</li> <li>• Arab Muslims</li> <li>• Majordomo</li> <li>• Moors</li> <li>• Battle of Tours</li> <li>• Lombards</li> <li>• partible inheritance</li> <li>• Vikings</li> <li>• Publius Valerius</li> <li>• Lucius Jun. Brutus</li> <li>• Tiberius/Gaius Gracchus</li> <li>• Gaius Marias</li> <li>• Lucius Cornelius Sulla</li> <li>• Gaius Julius Caesar</li> <li>• Octavian/Augustus</li> <li>• Scipio vs. Cato</li> <li>• Constantine</li> <li>• Justinian</li> <li>• Karl Martell</li> <li>• Pepin</li> <li>• Charlemagne</li> <li>• Harold Godwynson</li> <li>• William the Conqueror</li> <li>• John</li> <li>• Augustine, City of God</li> <li>• Gelasius I</li> <li>• Gregory VII</li> <li>• Henry IV, HRE</li> <li>• Alexios I</li> <li>• Urban II</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students’ mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time)</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical,</p>

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<p>as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered. Assessment of students' mastery of historiography will be ongoing; it will be inherent in students' formative and summative assessment work, and the instructor must provide constant feedback in order to reinforce or adjust students' practice of historiography.</p>	<p>authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u>A History of the Modern World Tenth Edition</u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u>Sources of Western Society</u>  Norman Davies, <u>Europe: A History</u>  Davison, Michael Worth, ed., <u>Everyday Life through the Ages</u>  Lualdi, Katharine, ed., <u>Sources of The Making of the West</u>  Sherman, Dennis, <u>Western Civilization: Sources, Images, and Interpretations</u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u>Great Issues in Western Civilization</u></p> <p>Burke, James, <u>The Day the Universe Changed</u>  Cahill, Thomas, <u>Sailing the Wine-Dark Sea: Why the Greeks Matter</u>  Durant, William, <u>The Life of Greece</u>  Durant, William, <u>The Story of Philosophy</u>  Hall, Sir Peter, <u>Cities in Civilization</u>  Hamilton, Edith, <u>The Greek Way</u>  Keegan, John, <u>The Mask of Command</u>  Norberg-Schulz, Christian, <u>Meaning in Western Architecture</u>  Thucydides, <u>History of the Peloponnesian War</u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p>Durant, William, <u>Caesar and Christ</u>  Gibbon, Edward, <u>Decline and Fall of the Roman Empire</u>  Hall, Sir Peter, <u>Cities in Civilization</u>  Payne, Robert, <u>Ancient Rome</u></p> <p>Cahill, Thomas, <u>Mysteries of the Middle Ages</u>  Churchill, Winston, <u>History of the English-Speaking Peoples (Vol. I)</u>  Durant, William, <u>The Age of Faith</u>  Manchester, William, <u>A World Lit only by Fire: The Medieval Mind and the Renaissance</u></p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Latin: Historical background for works of Latin literature / Roman culture</li> <li>• IB Visual Arts: Historical background for works of art and architecture</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: What is history; standards for truth in history and question of what “drives” history; origins and evolution of language and reason as ways of knowing; ways to represent reality in visual arts</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b>  A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.	
<b>Strand    History</b>	
<b>Topic    <i>The Birth of Modern Europe – Part One: The Renaissance</i></b>  The first historical movement of the modern era in Europe saw a transformation of political power away from the noble and clerical authorities who dominated the Medieval Period; power instead was centralized around kings and emperors. The rediscovery of the Greek-Roman heritage in Western Europe promoted the development of a secular philosophy, humanism, that not only justified and accelerated these political developments, but encouraged individual creativity as well. Humanism and the works it inspired spread rapidly due to the invention of the movable-type printing press. This spawned new movements in the visual arts and literature, which produced works cherished throughout Europe’s modern history.	<b>Pacing</b>  Weeks 4-5 of Year One
<b>Content Statement</b>  1. <i>The transition from pre-modern to modern Europe was characterized by a shift in political power toward the monarchs and a shift in philosophy from spiritual to secular.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can analyze the decline of the power of the Roman Catholic Church during the transition from pre-modern to modern Europe.</li> <li>I can analyze the decline of the nobles’ power during the transition from pre-modern to modern Europe.</li> <li>I can describe the process by which the Renaissance and the environment in which it emerged in Italy.</li> <li>I can compare and contrast the competing philosophies of the period of transition from pre-modern to modern Europe.</li> <li>I can describe the growing entanglement of secular and spiritual authority in Renaissance Italy.</li> </ul>	<b>Content Elaborations</b>  The beginning of the modern era in Europe was marked by the decline of the power wielded by the Church and the nobles. A series of failed Crusades, internal division and corruption, and the horrors of the Black Death gradually eroded believers’ confidence in the Church. The nobles, meanwhile, saw a rising “middle class” of merchants displace them as the wealthiest members of society, then watched as kings partnered with merchants, protecting their valuable trade in order to reap tax revenues to build an independent treasury with which they could hire their own armies of peasants armed with new technologies like the longbow, which was making knights obsolete. All of this opened the doors for the monarchs to consolidate their power as an era of absolute monarchy loomed. The cities chartered by the kings to serve as centers of trade, meanwhile, grew into political and cultural centers as well.  In the meantime, the same trade that was giving rise to the merchants and kings allowed the ancient Greek and Roman heritage to be reintroduced into



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### 2. *The humanist philosophy and the invention of the movable-type printing press revolutionized European culture.*

#### Learning Targets:

- I can compare and contrast works of art of the medieval period with those of the Renaissance and assess to what extent the philosophy of humanism influenced this transformation.
- I can describe the contributions of the Italian Renaissance masters and identify the characteristics of Renaissance art in their works.
- I can describe how the movable-type printing press worked and assess to what extent it transformed modern European history and culture.
- I can compare and contrast the works of the Italian Renaissance with the “Northern” Renaissance.

western Europe. This gave rise to an enthusiasm for the ancient styles in the arts, but just as importantly, it gave rise to a new philosophy, humanism. Unlike the philosophy of the medieval Church, which taught that the only worth this life held was preparation for eternity in heaven, humanism held that great achievements gave this earthly existence its own worth and dignity. This further undermined Church authority, but also inspired a new synthesis in the visual arts. Starting in Italy, painters and sculptors continued to present divine subjects, but now, they combined ancient Greek standards and motifs with new techniques to present them in a way that emphasized their humanity. Supported by wealthy patrons, the artists of the Italian Renaissance gave the world some of its most valued art treasures.

Outside of Italy, wealthy merchants and city leaders hoped to make their cities into cultural centers like those in Italy had become. Their patronage allowed artists to learn techniques from the Italian masters which they brought home and used to glorify both religious figures and local themes. Because of their passion for the everyday, their work provides a window into daily life in western Europe during this era.

The most important development of the period, however, was the movable-type printing press, which not only made written works more generally available, but now allowed for western Europe to emerge as a community of shared innovation that rocketed it ahead of all of the other regions of the world.

#### Content Vocabulary

- |                                  |                                |
|----------------------------------|--------------------------------|
| • Second, Third, Fourth Crusades | • perspective                  |
| • Avignon Papacy                 | • fresco                       |
| • “Babylonian Captivity”         | • movable-type printing press  |
| • decadence                      | • subject vs. technique        |
| • Western Schism                 | • Boniface VIII “Unam Sanctum” |
| • Council of Constance           | • Philippe IV “le Bel”         |
| • Pragmatic Sanction of Bourges  | • Clement V                    |
| • Black Death                    | • Urban VI                     |
| • bubonic, pneumonic             | • Charles VIII                 |
| • septicaemic plagues            | • Henry V                      |
| • anti-Semitism                  | • Joan of Arc                  |
| • flagellation                   | • Charles IV, HRE              |

#### Academic Vocabulary

- analyze
- assess to what extent
- compare and contrast
- describe



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<ul style="list-style-type: none"> <li>• merchants/"middle class"</li> <li>• towns</li> <li>• guilds/guildmasters</li> <li>• Hundred Years' War</li> <li>• longbow</li> <li>• Battles of Crecy, Poitiers, Agincourt</li> <li>• artillery/the cannon</li> <li>• Renaissance/"Renatio"</li> <li>• Golden Bull</li> <li>• Guelphs vs. Ghibellines</li> <li>• Contadini</li> <li>• vendetta</li> <li>• Popolo grosso/minute</li> <li>• Signoria</li> <li>• Medieval philosophy</li> <li>• Scholasticism</li> <li>• Humanism</li> <li>• Humanities</li> <li>• "L'uomo universal" Medici bank</li> <li>• Pazzi Conspiracy</li> <li>• interdict</li> <li>• subject</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas Aquinas</li> <li>• Giovanni di Medici</li> <li>• Cosimo di Medici</li> <li>• Lorenzo and Guiliano di Medici</li> <li>• Sixtus IV (della Rovera)</li> <li>• Girolamo Savonarola</li> <li>• Alexander VI (Borgia)</li> <li>• Filippo Brunelleschi</li> <li>• Leonardo da Vinci "Last Supper"</li> <li>• Michelangelo (Buonarotti)</li> <li>• "David"</li> <li>• Ceiling of the Sistene Chapel</li> <li>• "The Last Judgment"</li> <li>• Raphael (Sanzio)</li> <li>• "The School of Athens"</li> <li>• Johann Gutenberg</li> <li>• Albrecht Durer</li> <li>• Hans Holbein</li> <li>• Jan van Eyck</li> <li>• Peter Brughel</li> <li>• Miguel de Cervantes</li> <li>• William Shakespeare</li> </ul>
<p><b>Formative Assessments</b></p> <p>To assess students' comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time)</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical,</p>

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<p>as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Norman Davies, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Boorstin, Daniel J., <u><a href="#">The Creators</a></u>  Burke, James, <u><a href="#">The Day the Universe Changed</a></u>  Durant, William, <u><a href="#">The Renaissance</a></u>  Hall, Sir Peter, <u><a href="#">Cities in Civilization</a></u>  Keegan, John, <u><a href="#">The Face of Battle</a></u>  King, Ross, <u><a href="#">Brunelleschi's Dome</a></u>  King, Ross, <u><a href="#">Michelangelo and the Pope's Ceiling</a></u>  Manchester, William, <u><a href="#">A World Lit only by Fire: The Medieval Mind and the Renaissance</a></u>  Machiavelli, Niccolo, <u><a href="#">Il Principe (The Prince)</a></u>  Norberg-Schulz, Christian, <u><a href="#">Meaning in Western Architecture</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<b>Integrations</b> <ul style="list-style-type: none"><li>• IB Literature: Historical background for works of literature; writing analytical essays</li><li>• IB Design Technology: Historical background of early modern science and engineering; technologies that allowed for conquest and exploration</li><li>• Visual arts: Historical background for works of art and architecture</li><li>• IB Extended Essay: opportunities for Extended Essay topics</li><li>• IB Theory of Knowledge: alternative interpretations of historical events; evolution of language and reason as ways of knowing; challenges to faith as a way of knowing; changing aesthetic standards and ways to represent reality in visual arts</li></ul>	<b>Intervention Strategies</b> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>
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## IB History SL/HL (Year One)

<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>		
<b>Strand    History</b>		
<b>Topic</b> <i>The Birth of Modern Europe – Part Two: The Upheaval in Christendom</i>  <p>The growth of secular philosophy combined with internal disunity and corruption within the Roman Catholic Church hierarchy to produce multiple movements to reform Church doctrine and practice. These exploded into the Protestant Reformation, which spawned new denominations of Christianity across western Europe. These in turn caused political upheavals and wars between countries, as religious doctrine mixed with political and economic interests to create a volatile climate. The Roman Catholic Church weathered this struggle by reaffirming its traditions and reforming some of its practices.</p>	<b>Pacing</b>  <p>Weeks 6-8 of Year One</p>	
<b>Content Statement</b>  <p><b>1.    <i>Corruption within the Roman Catholic Church inspired the Protestant movement initiated by Martin Luther; Luther's reformist doctrines transformed Christian practice and inspired political/social revolution within the Holy Roman Empire.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe the institutional and individual behaviors of the Church and its hierarchy that had led to criticism by the early 16th Century.</li> <li>• I can explain the concepts introduced by Martin Luther and what made it possible for him to develop and promote those concepts.</li> <li>• I can evaluate the outcomes of the Protestant Reformation in Germany.</li> </ul> <p><b>2.    <i>The Protestant Reformation saw philosophical and political differences produce additional denominations within Christianity; the Roman Catholic Church responded with a mix of retrenchment and reform.</i></b></p>	<b>Content Elaborations</b>  <p>The Church, having seen its power undermined by its own failures and events beyond its control, wounded itself most when its leaders again indulged in decadent spending, then turned to controversial practices like the sale of indulgences to raise funds to cover this spending. The sale of indulgences sparked criticism across western Europe, but especially among many Germans who had come to view the Church as extortionist and parasitic. They responded with enthusiasm to Martin Luther's "Ninety-five Theses," and even to his rejection of more fundamental doctrines of the Church. Preaching that salvation is attainable only through faith, Luther was protected from the authority of the Pope and the Holy Roman Emperor by Frederick the Wise of Saxony. German peasants took Luther's defiance to heart and rebelled against Church and noble authority -- a revolt that was suppressed. But German princes chose up sides and made war on each other for nearly thirty years, until the Peace of Augsburg allowed each to choose whether to be Lutheran or Catholic.</p>	

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### Learning Targets:

- I can explain the doctrines and practices of Calvinism.
- I can explain the reasons for and describe the instability caused by Henry VIII's split from the Roman Catholic Church.
- I can assess to what extent the Catholic Counter-Reformation responded to the challenge of the Protestant Reformation.

### 3. *Adherents to the new Protestant denominations found allies and enemies among European monarchs and their subjects; this resulted in devastating civil wars and conflicts between nations.*

### Learning Targets:

- I can explain the division of the Habsburg family and its empire.
- I can explain how Habsburg Spain and Elizabethan England became rivals and describe the outcome of this rivalry.
- I can describe the instability in France brought on by religious conflict.
- I can examine the leadership provided by Cardinal Richelieu.
- I can explain the origins and escalation of the Thirty Years' War.
- I can explain the causes and consequences of the Habsburg defeat in the Thirty Years' War.

Others broke from the Church, as well. In Geneva, John Calvin, working from the principle of predetermination, established a community of God's "elect" based on Old Testament principles; this inspired others across western Europe. In England, King Henry VIII split his subjects from the Church when he was refused an annulment of his marriage that he deemed necessary to produce a male heir. The Church of England was thus born and spread across the world as England built a global empire, even as turmoil over religion enveloped England itself. The Church, having lost nearly half its adherents in Europe, sought to fight back by reaffirming its traditional doctrines but reforming its objectionable behaviors. This "Counter-Reformation" was successful in "stopping the bleeding" and stabilizing the Church's following.

The division between Protestants and Catholics, however, was soon swept up into geopolitical power struggles and a series of conflicts and wars broke out that had, in some cases, devastating consequences for affected populations. The mighty Habsburg family, divided into Spanish and Austrian (aligned) factions saw their power targeted and undermined as a result of these wars. Spain's Philip II presided over a "Siglo di Oro" that saw Spain grow to preeminence in wealth and culture, but the English, led by Queen Elizabeth I, challenged and defeated Spain, precipitating a slow but steady decline. In the meantime, religious turmoil between the Catholic majority and Huguenot (Calvinist) minority in France produced a lengthy civil war, won by the Huguenot Henri of Navarre, who became Henri IV, known as "Good King Henry." But the "Good King" was assassinated by radicals and his son Louis XIII came under the sway of Richelieu who, though a Catholic Cardinal, made power his real religion.

Under the sway of Richelieu, France waged war on its Huguenot minority and sought to undermine the power of the Habsburgs. The opportunity appeared when Holy Roman Emperor Ferdinand II, having crushed a rebellion of Bohemians, sought to reverse the Peace of Augsburg and restore Catholicism throughout the empire. The entry of Lutheran Sweden in support of German Lutherans turned the tide against the Habsburgs, and opened a door for Richelieu. The intervention of Catholic France on the side of the Lutherans ultimately ended the war in their favor, stunning the wounded Habsburgs.

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Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> <li>• College of Cardinals</li> <li>• tithe</li> <li>• simony</li> <li>• indulgences</li> <li>• Purgatory</li> <li>• absolution</li> <li>• Jubilee Bargain</li> <li>• Scriptural Truth</li> <li>• Justification by Faith Alone</li> <li>• “Good Works”</li> <li>• Priesthood of All Believers</li> <li>• pastor</li> <li>• Diet of Worms</li> <li>• Nationalism</li> <li>• Staupitz Society</li> <li>• vernacular</li> <li>• Karsthans</li> <li>• Peasants’ War</li> <li>• War of the League of Schmalkald (Schmalkaldic War)</li> <li>• Peace of Augsburg</li> <li>• Predetermination/Predestination</li> <li>• foreknowledge</li> <li>• omniscience/omnipotence</li> <li>• transcendent</li> <li>• The Elect</li> <li>• Huguenots</li> <li>• Presbyterians</li> <li>• Puritans</li> <li>• Dutch Reformed Church</li> <li>• annulment</li> <li>• Act of Supremacy</li> <li>• Church of England/Anglican</li> <li>• Act of Succession</li> <li>• Regency</li> <li>• Counter-Reformation</li> </ul>	<ul style="list-style-type: none"> <li>• Battle of White Mountain</li> <li>• Burning of Magdeburg</li> <li>• Battle of Lutzen</li> <li>• French intervention</li> <li>• Peace of Westphalia</li> <li>• Sixtus IV (della Rovere)</li> <li>• Alexander VI (Borgia)</li> <li>• Julius II (della Rovere)</li> <li>• Leo X (di Medici)</li> <li>• Desiderius Erasmus</li> <li>• In Praise of Folly</li> <li>• Julius Exclusus</li> <li>• Girolamo Savonarola</li> <li>• Johann Tetzel</li> <li>• Martin Luther “95 Theses”</li> <li>• Leo X (di Medici)</li> <li>• “Exsurge Domine”</li> <li>• Frederick “the Wise”</li> <li>• Charles V, HRE</li> <li>• John Eck</li> <li>• Martin Luther</li> <li>• Thomas Muntzer</li> <li>• Charles V, HRE</li> <li>• John Calvin</li> <li>• John Knox</li> <li>• Guy de Bray</li> <li>• Henry VIII</li> <li>• Sir Thomas More</li> <li>• “Defense of the Seven Sacraments”</li> <li>• Katherine of Aragon</li> <li>• Mary I</li> <li>• Cardinal Thomas Wolsey</li> <li>• Leo X (di Medici)</li> <li>• Anne Boelyn</li> <li>• Elizabeth I</li> </ul>

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<ul style="list-style-type: none"> <li>• Council of Trento</li> <li>• Index of Forbidden Books</li> <li>• Baroque art</li> <li>• Society of Jesus (Jesuits)</li> <li>• Inquisition</li> <li>• Dutch Revolt</li> <li>• Spanish Inquisition</li> <li>• Spanish Habsburgs</li> <li>• Siglo de Oro</li> <li>• Austrian Habsburgs</li> <li>• “Sea Dogs”</li> <li>• intervention in Dutch Revolt</li> <li>• Anglo-Spanish War</li> <li>• Armada</li> <li>• Drake’s Raid</li> <li>• Galleons</li> <li>• Battle of Gravelines</li> <li>• “Protestant Wind”</li> <li>• Huguenots</li> <li>• Guises</li> <li>• St. Bartholomew’s Day Massacre</li> <li>• Edict of Nantes</li> <li>• Siege of La Rochelle</li> <li>• Raison d’état</li> <li>• Peace of Augsburg</li> <li>• Defenestration of Prague</li> <li>• Bohemian Revolt</li> <li>• Jane Seymour</li> <li>• Edward VI</li> <li>• Catherine Parr</li> <li>• Ignatius Loyola</li> <li>• William “the Silent” (Orange)</li> <li>• Charles V, HRE</li> <li>• Philip II</li> <li>• Ferdinand I, HRE</li> <li>• Philip II</li> <li>• Mary I</li> <li>• Elizabeth I</li> <li>• Sir Francis Drake</li> <li>• Mary, Queen of Scots</li> <li>• Charles IX</li> <li>• Henri of Navarre/Henri IV</li> <li>• Louis XIII</li> <li>• Marie di Medicis</li> <li>• Cardinal Richelieu</li> <li>• (Armand Duplessis)</li> <li>• Ferdinand II, HRE</li> <li>• Christian IV</li> <li>• Albrecht von Wallenstein</li> <li>• Gustav Adolof</li> <li>• Ferdinand II</li> <li>• Albrecht von Wallenstein</li> <li>• Cardinal Richelieu</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely</p>



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<p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Bainton, Roland, <u><a href="#">Here I Stand</a></u>  Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. II)</a></u>  Durant, William, <u><a href="#">The Reformation</a></u>  Kissinger, Henry, <u><a href="#">Diplomacy</a></u>  Manchester, William, <u><a href="#">A World Lit only by Fire: The Medieval Mind and the Renaissance</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p>Marius, Richard, <u>Martin Luther</u>  Ozment, Stephen, <u>A Might Fortress: A New History of the German People</u>  Parker, Geoffrey, <u>Success Is Never Final</u>  Tuchman, Barbara, <u>The March of Folly: From Troy to Vietnam</u></p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Design Technology: technologies that allowed for conquest and exploration</li> <li>• IB Visual Arts: Historical background for works of art and architecture</li> <li>• IB Extended Essay: opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: challenges to faith as a way of knowing; alternative interpretations of historical events</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b>  A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.	
<b>Strand    History</b>	
<b>Topic    <i>Triumphs and Setbacks of Absolute Monarchs</i></b>  As Europe entered its modern era, monarchs – princes, kings, and emperors – seized power from their nobles and the Church. This was facilitated by the rise of trade following the Crusades; monarchs built independent wealth through the taxation of trade, hired independent armies and masses of bureaucrats who rendered the nobles redundant. The Church’s decline also offered a power void into which the monarchs thrust themselves. Thus they centralized power and ran their countries and their subjects’ lives directly, without a middleman. This process did not repeat itself in Eastern Europe, where the economy had not diversified from its agrarian origins, or in England, whose tradition of absolute monarchy dated back 400 years.	<b>Pacing</b>  Weeks 9-11 of Year One
<b>Content Statement</b>  1. <i>In England, the Stuart monarchs challenged a tradition of limited monarchy and a balance of power between king and Parliament that had prevailed since 1215; the conflict that resulted affirmed both limited monarchy and the power of Parliament.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain the evolution of the balance of power between the monarch and the Parliament in England.</li> <li>I can explain the causes and describe the consequences of the conflict between Charles I and England’s Parliament.</li> <li>I can contrast the sides of England’s Civil War and explain its outcome.</li> <li>I can evaluate the leadership of the United Kingdom by Oliver Cromwell and the Puritans.</li> <li>I can explain why the Stuart family was restored and again fell after coming into conflict with Parliament.</li> </ul>	<b>Content Elaborations</b>  The advent of effective taxation of Europe’s growing middle class opened the door for monarchs to consolidate power, but this process did not happen evenly across Europe.  In England, a tradition of limited monarchy and shared government stretched back 400 years to Magna Carta. When the Stuart family gained the throne of England, Charles I sought to overturn these traditions by violating Magna Carta and undermining the Parliament that had evolved from it. Parliament pushed back, trying to force the king to accept additional limits on his power, and a civil war grew from this. As in the continental wars of religion, religious fervor mixed with political ambition, and the Parliamentarians found themselves aligned with (and dominated by) the minority Puritans.  A Puritan/Parliamentarian victory led to the establishment of a Commonwealth, but this gave way in turn to dictatorship led by the Puritan

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- I can describe the emergence of the Dutch Republic and the growth of Dutch economic and cultural influence.
- I can describe the outcome of the Glorious Revolution and the ongoing struggle for control of the United Kingdom.

2. ***In Western Europe, the ability to tax trade, build treasuries, and hire armies of soldiers and bureaucrats allowed monarchs to assert their power over the nobles and centralize power; these absolute monarchs commanded authority beyond that possessed by any medieval monarch.***

### Learning Targets:

- I can evaluate the leadership of France by Louis XIV.
- I can explain how Louis XIV's ambitions in foreign policy were thwarted by the "balance of power" principle.
- I can explain the rise of Prussia as a major European power.

3. ***In Eastern Europe, monarchs struggled to assert authority over their nobles because their economies remained largely agrarian and their subjects were often ethnically diverse; this slowed the modernization of Eastern European states.***

### Learning Targets:

- I can describe the rapid expansion of the Ottoman Empire and explain why this expansion gave way to decay.
- I can explain and evaluate the transformation of Habsburg Austria into a multinational/multiethnic empire.
- I can explain the emergence of Russia as a major European power.
- I can explain the "modernization" and expansion of Russia into eastern Europe.
- I can explain the political weakness of Poland-Lithuania and describe the consequences of this weakness.
- I can compare and contrast the economic, political, social, and cultural progress of Western and Eastern Europe as the modern era began.

Oliver Cromwell. Upon his death, Parliament sought to ensure stability by restoring a constitutional monarchy led by the Stuarts, but when James II violated Parliament's trust, he was overthrown by Dutch stadtholder William of Orange and his wife (James' daughter) Mary. The Dutch Republic had become one of Europe's most enlightened states, politically and culturally. William and Mary thus accepted the limits on royal power that the Stuarts never would, and this gave birth to England's Bill of Rights. Though James II, his sons, and their Catholic and monarchists supporters tried to restore the Stuarts to power, Parliament and its supporters retained power permanently.

In places like France and Prussia, there was no tradition of limited government to reference or defend. Instead, in France, Louis XIV became Europe's prototype "absolute monarch," having gained control of France's military, replaced the nobles with bureaucrats, and centralizing the nobles at Versailles. Though he wasted French resources fighting fruitless wars, his power within France was unchallenged. In Prussia, the Hohenzollern family built a military state by assigning all state resources to the army and basing nobles' status and access on military performance. Though Frederick the Great was known as an "Enlightened Despot" for the freedoms he granted his subjects, his power to grant those freedoms came from his centralization of authority.

In eastern Europe, there was little basis for centralization of power, and consequently monarchs had to live with sharing power with their nobles. In Habsburg Austria, Poland-Lithuania, the Ottoman Empire, and Russia, the economies remained largely agrarian, which meant that no trade network existed to provide an independent tax base for the monarchs, who thus remained reliant on nobles for security and administration of the law. Many of these monarchs ruled over multiethnic empires, which also taxed their ability to consolidate power. The slower penetration of the printing press also meant the monarchs lacked an important tool for communication and standardization. While the result was progressively disastrous for the Poles and Ottomans, Russia under the leadership of Peter the Great sought to modernize. Drawing on Peter's observations of western Europe and relying on western experts to guide them, the Russian military and nobles went through a process of "westernization" that allowed Russia to emerge as the first semi-modern state of eastern Europe.

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Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> <li>• Magna Carta</li> <li>• Grand Council of the Nobles</li> <li>• Limited government/monarchy</li> <li>• Parliament</li> <li>• House of Lords</li> <li>• House of Commons</li> <li>• United Kingdom</li> <li>• Absolute vs. limited monarchy</li> <li>• Divine Right</li> <li>• forced loans</li> <li>• Petition of Right</li> <li>• Law of Habeas Corpus</li> <li>• Period of the Personal Rule</li> <li>• Ship Money</li> <li>• “Common Worship”</li> <li>• Revolt of the Scots Presbyterians</li> <li>• Puritans</li> <li>• English Civil War</li> <li>• Cavaliers</li> <li>• Roundheads</li> <li>• New Model Army</li> <li>• The Commonwealth</li> <li>• Pride’s Purge</li> <li>• “Rump” Parliament</li> <li>• Council of State</li> <li>• Instrument of Government</li> <li>• Lord Protector</li> <li>• Stuart Restoration</li> <li>• Mercantilism</li> <li>• Navigation Acts</li> <li>• Test Act/Exclusion Act</li> <li>• Dutch Republic</li> <li>• stadtholders</li> <li>• Glorious Revolution</li> <li>• Joint monarchy</li> <li>• Jacobite Risings/Rebellions</li> </ul>	<ul style="list-style-type: none"> <li>• Peace of Westphalia</li> <li>• Treaty of Utrecht</li> <li>• War of Austrian Succession</li> <li>• “enlightened monarchy”</li> <li>• Rus</li> <li>• Tsar/Czar</li> <li>• Kremlin</li> <li>• “Time of Troubles”</li> <li>• Romanov Dynasty</li> <li>• Modernization/Westernization</li> <li>• Great Northern War</li> <li>• “Window on the West”</li> <li>• warm-water/year-round port</li> <li>• arable land</li> <li>• First Russo-Turkish War</li> <li>• “Polish Liberties”</li> <li>• “exploding” diets</li> <li>• Partitions of Poland</li> <li>• John</li> <li>• James VI (Scotland)/I (England)</li> <li>• “The True Law of a Free Monarch”</li> <li>• Charles I</li> <li>• Georges Villiers, Duke of Buckingham</li> <li>• William Laud</li> <li>• John Pym</li> <li>• Oliver Cromwell</li> <li>• Thomas Pride</li> <li>• George Monk</li> <li>• Charles II</li> <li>• James II</li> <li>• William “the Silent” (Orange)</li> <li>• Rembrandt van Rijn</li> <li>• William III (Orange) and Mary II</li> <li>• James II “The Old Pretender”</li> </ul>

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<ul style="list-style-type: none"> <li>• Battle of the Boyne</li> <li>• Bill of Rights</li> <li>• Act of Toleration</li> <li>• “The Sun King”</li> <li>• “L’état, c’est moi.”</li> <li>• intendents</li> <li>• Palace and Gardens of Versailles</li> <li>• cult of personality</li> <li>• Balance of Power</li> <li>• hegemony</li> <li>• “natural boundaries” of France</li> <li>• War of Spanish Succession</li> <li>• Treaty of Utrecht</li> <li>• Sultan, Supreme Caliph of Islam</li> <li>• Harem</li> <li>• Battle of Kosovo</li> <li>• Sharia/kanun</li> <li>• Battle of Lepanto</li> <li>• multinational/multiethnic</li> <li>• Janissaries</li> <li>• commercial dependency</li> <li>• “Sick Man of Europe”</li> <li>• Treaty of Karlowitz</li> <li>• Treaty of Utrecht</li> <li>• multinational/multiethnic</li> <li>• Pragmatic Sanction</li> <li>• James “The Young Pretender”</li> <li>• Charles “Bonnie Prince Charlie”</li> <li>• Louis XIV</li> <li>• Jean Baptiste Colbert</li> <li>• Philip Bourbon</li> <li>• William III</li> <li>• John Churchill</li> <li>• Osman I</li> <li>• Suleyman “the Magnificent”/ “the Lawgiver”</li> <li>• Selim II “the Drunkard”</li> <li>• Charles VI</li> <li>• Maria Theresa</li> <li>• Frederick Hohenzollern</li> <li>• “The Great Elector”</li> <li>• Frederick Wilhelm I</li> <li>• “The Sergeant King”</li> <li>• Frederick II “The Great”</li> <li>• Prince Volodymyr (Vladimir)</li> <li>• Ivan III “Lord of all Rus”</li> <li>• Ivan IV “the Terrible”</li> <li>• Feodor</li> <li>• Michael Romanov</li> <li>• Peter the Great</li> <li>• Catherine the Great</li> <li>• Jan Sobieski</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that</p>

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<p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Brinton, Crane, <u><a href="#">The Anatomy of Revolution</a></u>  Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. II)</a></u>  de Madariaga, Isabel, <u><a href="#">Catherine the Great: A Short History</a></u>  Durant, William, <u><a href="#">The Age of Louis XIV</a></u>  Lewis, Bernard, <u><a href="#">The Middle East</a></u>  Ozment, Stephen, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u>  Parker, Geoffrey, <u><a href="#">Success Is Never Final</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>



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Kissinger, Henry, <a href="#">Diplomacy</a> Massey, Robert, <a href="#">Peter the Great</a>	
<b>Integrations</b> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Visual Arts: Historical background for works of art and architecture</li> <li>• IB Extended Essay: opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: challenges to faith as a way of knowing; alternative interpretations of historical events</li> </ul>	<b>Intervention Strategies</b> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    <i>History</i></b>	
<b>Topic    <i>The British Ascendancy</i></b> <p>Following the victory of Parliament and continuing through the late 18th Century, the United Kingdom emerged from the margins to occupy a central role in European affairs. The nation experienced population growth and economic prosperity fed by revolutions in commerce with its global empire, agriculture, and manufacturing. These transformed British society, blurring traditional distinctions between classes. Britain's internal politics stabilized as Parliamentary leadership successfully managed crises and evolved a two-party system. The United Kingdom entered into, and won, a struggle for global power with France.</p>	<b>Pacing</b> <p>Weeks 12-13 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>By building a vast global commercial empire, the British formed the basis for revolutions in agriculture, manufacturing, and commerce that strengthened the British state and positioned it to play an active role in European affairs.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the European commercial interest in Asia, Africa, and the Americas and describe the competition between European powers to gain access there.</li> <li>• I can describe the causes and explain the impact of the Second Agricultural Revolution on the British economy.</li> <li>• I can explain the transformation of manufacturing that characterized the Industrial Revolution in the United Kingdom.</li> <li>• I can explain the role that corporate finance played in allowing Britain's commercial and manufacturing sectors to expand.</li> </ul>	<b>Content Elaborations</b> <p>At the time of England's victory over Spain, it was a marginal European power that largely kept to its own affairs; in the years that followed it built a global empire that thrust it into the position of Europe's economic leader. Political and diplomatic leadership followed.</p> <p>The first engine for Britain's advancement was its commercial empire. The British challenged the Spanish for access to the Americas and the Portuguese for access to India. The victorious British thus opened these areas to colonization, and the risky ventures were funded by a new innovation: joint-stock companies. These companies functioned independently, but when the French challenged the British in both America and India, Britain's armed forces intervened to protect their investments.</p> <p>In the meantime, Britain experienced an agricultural revolution that saw new techniques supported by new technologies, resulting in the production of a food surplus and population growth. With a larger population and fewer</p>

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<p><b>2. <i>New ways of amassing wealth in Britain blurred the lines between traditional social classes and transformed British politics, resulting in a two-party system.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain how the expansion of the British economy transformed British society, culture, and politics.</li> </ul> <p><b>3. <i>The British entered into, and won, a contest for global empire with the French.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast the conduct of wars of the 16th-17th Centuries with that of the era of limited warfare.</li> <li>I can describe the series of wars fought by the British to maintain and expand their global commercial empire.</li> </ul>	<p>needed to work the fields, Britain was growing a labor force to feed an emerging manufacturing sector.</p> <p>Manufacturing had been carried on in farmers' cottages during the winter, with skilled craftsmen working on raw materials made available by merchants. The adoption of new machinery and a factory system which brought together labor, technology, and materials under one roof powered by flowing water, as well as a new division of labor that reduced the need for skilled craftsmen and gave Britain the early lead in industrialization.</p> <p>These developments magnified the transformation that had been taking place since the Renaissance, wherein the middle class was displacing the nobles as the leaders of society. This could be seen in British politics, where the Whigs, liberal businessmen dominated the Tories, nobles who sought the establishment of a strong monarchy.</p> <p>The value of colonies led to a series of wars between the British and their rivals. In this era of limited warfare, civilians were not as impacted as in the previous wars of religion. At stake in particular were control of the Americas and India, both of which were decided in Britain's favor, at the expense of the French.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>Mughal Empire (India)</li> <li>French East India Company</li> <li>Conquistadores</li> <li>slave trade</li> <li>chattel slavery</li> <li>four-field crop rotation</li> <li>heavy/steel plow</li> <li>seed drill</li> <li>full-body harness</li> <li>Enclosure Act/Movement</li> <li>"Putting-out System"/ "Cottage Industry"</li> <li>Factory System of Production</li> <li>Adam Smith's pin factory</li> <li>House of Hanover</li> <li>Era of Whig dominance</li> <li>"Position"</li> <li>South Sea Company</li> <li>South Sea "Bubble" Crisis</li> <li>"sinking fund"</li> <li>"Patriots"</li> <li>War of Jenkins' Ear/ War of Austrian Succession</li> <li>Treaty of Aix-la-Chappelle</li> <li>Seven Years' War</li> <li>Treaty of Paris 1763</li> <li>War of American Independence</li> <li>Vasco da Gama</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>compare and contrast</li> <li>describe</li> <li>explain</li> </ul>

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<ul style="list-style-type: none"> <li>• industrial division of labor</li> <li>• cotton gin</li> <li>• spinning jenny</li> <li>• flying-shuttle loom</li> <li>• water frame</li> <li>• Risk management</li> <li>• Joint-stock company</li> <li>• shares</li> <li>• dividend</li> <li>• charter</li> <li>• initial public offering</li> <li>• stock market/exchange/Bourse</li> <li>• Virginia/East India Companies</li> <li>• Gentry</li> <li>• Peerage</li> <li>• Middle class</li> <li>• Tories vs. Whigs</li> <li>• Jacobite Risings/Rebellions</li> </ul>	<ul style="list-style-type: none"> <li>• Jean Baptiste Colbert</li> <li>• Christopher Columbus</li> <li>• Jethro Tull</li> <li>• Eli Whitney</li> <li>• James Hargreaves</li> <li>• John Kay</li> <li>• Richard Arkwright</li> <li>• Eli Whitney</li> <li>• James Hargreaves</li> <li>• John Kay</li> <li>• Richard Arkwright</li> <li>• Anne</li> <li>• George I</li> <li>• Robert Walpole</li> <li>• George II</li> <li>• George II</li> <li>• William Pitt</li> <li>• George III</li> </ul>
<p><b>Formative Assessments</b></p> <p>To assess students' comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that</p>

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<p>terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. III)</a></u>  Parker, Geoffrey, <u><a href="#">Success Is Never Final</a></u>  Smith, Adam, <u><a href="#">An Inquiry into the Causes of the Wealth of Nations</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Economics: Introduction to classical economic theories and world trade</li> <li>• IB Design Technology: Early agricultural and manufacturing techniques, technologies, and processes</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Changing definitions of elite in society</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or "outside-the-classroom" time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts.</p>

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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    History</b>	
<b>Topic    The Age of Reason</b> <p>During the previous “Age of Faith,” questions about the physical world and the human world were referred to religious authorities. The first movement of the “Age of Reason” was the “Scientific Revolution,” in which thinkers attempted to answer questions about the physical world through direct, systematic observation and application of mathematics and logic. These thinkers concluded that the answers they got using this method were at least as good as those they received from religious authorities. The thinkers of the Enlightenment applied the same tools as those of the Scientific Revolution, but applied them to investigate the human world. The result was an increasing reliance on the scientific worldview, a further undermining of traditional authorities, and a growing sense that governments should be more responsive to the needs and interests of their subjects.</p>	<b>Pacing</b> <p>Weeks 14-15 of Year One</p>
<b>Content Statement</b> <p><b>1. The thinkers of the Scientific Revolution transformed the way that questions about the physical world are answered, from reference to religious tradition and authority to direct, systematic observation, analyzed logically.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can contrast the approach to understanding the universe that characterized the “Age of Faith” with that of the “Age of Reason.”</li> <li>I can explain how the geocentric model of the universe came to be replaced by one which placed the sun at the center.</li> <li>I can explain how deductive reasoning came to be replaced by inductive reasoning in pursuit of universal laws.</li> </ul>	<b>Content Elaborations</b> <p>The “Age of Reason” saw the rise of two separate but linked historical movements: the Scientific Revolution and the Enlightenment. Emerging from an “Age of Faith,” in which all questions about the nature of the universe were referred to religious authorities (who in some cases deferred to ancient writers like Aristotle), the thinkers of this era proposed that equally good, if not better, answers to these questions could be arrived at through direct, systematic observation and the application of mathematics and logic to those observations.</p> <p>Nicolas Copernicus noted that the movements of the planets suggested that the traditional geocentric model of the universe was wrong -- that it made more sense to place the sun at its center; this suggestion was confirmed by Galileo Galilei’s direct observation. These challenged the doctrines of the</p>



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<p><b>2. <i>The thinkers of the Enlightenment transformed the way that questions about human behavior are answered, from reference to religious tradition and authority to direct, systematic observation, analyzed logically; the result was a growing sense that governments should be more responsive to the needs and interests of their people.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast the political views of Enlightenment thinkers.</li> <li>I can assess to what extent the Enlightenment influenced how absolute monarchs managed their kingdoms.</li> <li>I can explain the foundation of capitalist philosophy as articulated by Adam Smith.</li> </ul> <p><b>3. <i>The Age of Reason produced a range of belief systems that diverged from the traditional beliefs of the Age of Faith.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can compare and contrast the epistemological and ethical views of scientific thinkers, deists, and rationalists during the Age of Reason.</li> </ul>	<p>Church, which tried to suppress them. In the meantime, Galileo had established a universal law of acceleration for falling objects. He had arrived at this law inductively -- via observation. Traditional thinking was deductive; it began with established principles that were applied to specific instances. Isaac Newton synthesized these concepts to produce the universal law of gravitation, explaining how the attraction among all objects explains much of how the universe works.</p> <p>Enlightenment thinkers applied the same new tools of observation and logic to answer questions about human behavior. They challenged the traditional justification of absolute monarchy by divine right and suggested instead a social contract in which government existed to protect its subjects -- and in particular their natural rights. Some asserted that a government that failed in this mission ought to be overthrown, while others worked to design a government that would not be able to violate its subjects' rights. Emerging economic thought advocated economic freedom.</p> <p>Some monarchs took notice of these ideas and granted greater freedoms to their subjects; in other cases, Enlightenment ideas helped inspire revolutions.</p> <p>The Age of Reason further undermined the authority of the Church, and some individuals influenced by its ideas rejected organized religious institutions altogether. This led to new approaches to understanding truth, especially ethical truth.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>geocentric model of the universe</li> <li>deductive reasoning</li> <li>Scientific Method</li> <li>systematic observation (under controlled circumstances)</li> <li>inductive reasoning</li> <li>heliocentric model of the universe</li> <li>elliptical orbits</li> <li>Galileo's universal law of the acceleration of falling objects</li> <li>Newton's universal law of</li> <li>On the Revolution of the Heavenly Orbs</li> <li>Galileo Galilei</li> <li>The Starry Messenger</li> <li>Johannes Kepler</li> <li>Sir Isaac Newton</li> <li>Thomas Paine</li> <li>Francois-Marie Arouet (Voltaire)</li> <li>Baruch di Spinoza</li> <li>Julien de la Mettrie</li> <li>Denis Diderot</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>assess to what extent</li> <li>compare and contrast</li> <li>contrast</li> <li>explain</li> </ul>

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<ul style="list-style-type: none"> <li>• gravitation</li> <li>• Philosophes</li> <li>• salons</li> <li>• Deism</li> <li>• Rationalism</li> <li>• Epistemology</li> <li>• direct experience</li> <li>• inductive reasoning</li> <li>• “a priori” knowledge</li> <li>• deductive reasoning</li> <li>• Ethics</li> <li>• categorical imperative</li> <li>• “state of nature”</li> <li>• natural rights</li> <li>• life, liberty, property</li> <li>• limited government</li> <li>• social contract</li> <li>• separation of powers</li> <li>• checks and balances</li> <li>• Enlightened Monarch/Despot</li> <li>• abolition of serfdom</li> <li>• patronage of arts and sciences</li> <li>• Pugachev’s Rebellion</li> <li>• “Invisible Hand”/”Hidden Hand”</li> <li>• market economy</li> <li>• Aristotle</li> <li>• Ptolemy</li> <li>• Francis Bacon</li> <li>• Nicolaus Copernicus</li> <li>• Francis Bacon</li> <li>• Rene Descartes</li> <li>• John Locke</li> <li>• Essay Concerning Human Understanding</li> <li>• Jean-Jacques Rousseau</li> <li>• David Hume</li> <li>• Immanuel Kant</li> <li>• Groundwork on the Metaphysics of Morals</li> <li>• Thomas Hobbes</li> <li>• Leviathan</li> <li>• John Locke</li> <li>• Second Treatise of Government</li> <li>• Thomas Jefferson</li> <li>• Declaration of Independence</li> <li>• Jean-Jacques Rousseau</li> <li>• The Social Contract</li> <li>• Baron de Montesquieu</li> <li>• The Spirit of the Laws</li> <li>• James Madison</li> <li>• Immanuel Kant</li> <li>• “What is Enlightenment?”</li> <li>• Frederick II “the Great”</li> <li>• Joseph II</li> <li>• Catherine the Great</li> <li>• Adam Smith</li> <li>• The Wealth of Nations</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European</p>

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<p>students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Bacon, Frances, <u><a href="#">Novum Organum</a></u>  Boorstin, Daniel J., <u><a href="#">The Seekers</a></u>  Burke, James, <u><a href="#">The Day the Universe Changed</a></u>  Copernicus, Nicolaus, <u><a href="#">Revolutions of the Heavenly Orbs</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p> <a href="#">Descartes, Rene, <u>Meditations</u></a>  <a href="#">Diderot, Denis, <u>Encyclopedia</u></a>  <a href="#">Durant, William, <u>The Age of Reason</u></a>  <a href="#">Galileo, <u>The Starry Messenger</u></a>  <a href="#">Hobbes, Thomas, <u>Leviathan</u></a>  <a href="#">Kant, Immanuel, <u>Groundwork for the Metaphysics of Morals</u></a>  <a href="#">Kepler, Johann, <u>Laws of Planetary Motion</u></a>  <a href="#">Locke, John, <u>Essay Concerning Human Understanding</u></a>  <a href="#">Locke, John, <u>Two Treatises of Government</u></a>  <a href="#">Montesquieu, Baron, <u>Spirit of the Laws</u></a>  <a href="#">Newton, Sir Isaac, <u>Principia</u></a>  <a href="#">Paine, Thomas, <u>The Age of Reason</u></a>  <a href="#">Rousseau, Jean-Jacques, <u>The Social Contract</u></a> </p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Mathematics: Historical background for Cartesian mathematics and infinitesimal calculation</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Evolution of reason as a way of knowing; reason versus perception as ways of knowing; challenges to faith as a way of knowing; alternative interpretations of historical events</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    <i>History</i></b>	
<b>Topic    <i>The French Revolution and Napoleonic Europe</i></b> <p>Growing dissatisfaction with the conditions faced by the majority of France's citizens combined with rising expectations for the responsiveness of the French government resulting from the Enlightenment; this created a volatile situation that exploded into revolution in July 1789. Though the revolution began with moderate reforms designed to make France into a limited monarchy, internal radicals and external threats pushed the revolution toward a more thorough overturning of French society. Exhausted by the chaos and violence that ensued, the French turned to a dictator, Napoléon Bonaparte, to restore order. Bonaparte's enlightened ambitions led him to first expand the benefits of the revolution to others, waging war on Europe's monarchs, but his hunger for power led him to become a conqueror and emperor, until finally causing his downfall.</p>	<b>Pacing</b> <p>Weeks 16-18 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>Institutionalized inequality, poverty, and elevated expectations for government responsiveness to their subjects' needs arising from the Enlightenment combined to ignite a moderate revolution in France, that initially aimed to establish a limited monarchy there.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the sources of discontent that contributed to the outbreak of the French Revolution.</li> <li>I can explain how the revolt of the Third Estate escalated to violence during the summer of 1789.</li> <li>I can describe the transformations of French politics and society during the moderate opening of the French Revolution.</li> </ul>	<b>Content Elaborations</b> <p>In France, massive inequalities in land ownership and legal privileges combined with royal extravagance to create an environment in which the Third Estate (non-clergy and nobles) was extremely resentful of the Ancien Regime (the existing social/political order). The crisis created by the king's inability to generate tax revenues to retire the national debt opened the door for the Third Estate to issue its grievances, but these fell on hostile ears and the Third Estate was shut out of the process. They, along with sympathetic members of the clergy and nobles who were influenced by the writings of the Enlightenment formed an alternative government, the National Assembly. Attempts to suppress this assembly were only met with rising violence against the Ancien Regime in Paris and the countryside. Meanwhile the Assembly placed the Church under government control, abolished aristocratic privilege,</p>

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2. *The revolution took a turn toward the complete overthrow of the French cultural, social, and political order in response to foreign invasions and the rise of radical Jacobins; the chaos this produced contributed to the French people's desire for "a man on horseback," which turned out to be Napoléon Bonaparte.*

### Learning Targets:

- I can explain how foreign countries came to intervene in the French Revolution and describe how the French defended themselves.
- I can examine the interaction between the radical Jacobins and the moderate French population over the goals of the Revolution.
- I can explain how events conspired to allow the collapse of the Revolution in 1799 at the hands of Napoléon Bonaparte.

3. *Napoléon Bonaparte first emerged as an enlightened ruler who sought to expand France's republican values to the subjects of tyrants, and he was very successful; this success fed his overwhelming ambition to conquer and rule as an emperor, but he overreached and brought about his own downfall.*

### Learning Targets:

- I can explain Napoléon's appeal to the French nation and assess the extent to which his leadership reflected the values of the Revolution.
- I can evaluate Napoléon as a tactician and strategist.
- I can evaluate Napoléon's management of his empire.
- I can describe the events that led to Napoléon's ultimate downfall.

created a constitutional monarchy, and asserted the natural rights of individual citizens.

The spirit of the French Revolution gravely concerned other European monarchs; they feared it could spread to their own populations. As the radical Girondins moved to export the revolution, the monarchs declared war. At first, a volunteer army defended the new republic, but as the invasion continued the entire population was mobilized for defense. The climate of fear caused by the invasion allowed the hyper-radical Jacobins to seize control of the government. They used the crisis to attempt a complete overturning of the traditional French social and cultural order. They purged all references to the Ancien Regime and sought to de-Christianize France; this along with their heavy-handed management of the economy led to resentment among many French. In an effort to suppress the growing resistance, the Jacobins led by Maximilien Robespierre waged a campaign of terror to silence their opposition. This in turn actually led to the Jacobins' overthrow and the creation of a new government with a weak executive, designed to prevent future abuse of power, but utterly incapable of a swift response to crisis.

The crisis was provided by an ambitious and popular military officer, Napoléon Bonaparte. On the basis of a series of victories against France's enemy Austria, he staged a coup d'état and moved to consolidate power. His enlightened policies increased his popularity and he positioned himself to declare himself Emperor of the French; the desire of the French for stability in the form of "a man on horseback" appears to have contributed to their willingness to accept this perversion of the values of the revolution. More perversions were to come as Bonaparte moved (with great tactical success at first) to conquer Europe. Though he framed his conquests as an expansion of the revolution and introduced his enlightened Code Napoléon wherever he conquered, he soon evolved to a point where victory became the cause for which he called his soldiers to fight. Strategic failures like the Peninsular War and invasion of Russia led ultimately to Napoléon's downfall.

### Content Vocabulary

- Ancien Régime
- First Estate
- Second Estate
- Exemptions from taille, corvée
- public works
- lycées
- Coronation as Emperor
- Slave revolt in Haiti

### Academic Vocabulary

- describe
- evaluate
- examine
- explain

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| <ul style="list-style-type: none"> <li>• Third Estate</li> <li>• bourgeoisie</li> <li>• American Revolution</li> <li>• debt crisis</li> <li>• Estates-General</li> <li>• Cahiers de doléances</li> <li>• National Assembly</li> <li>• Tennis Court Oath</li> <li>• National Guard</li> <li>• Hotel des Invalides</li> <li>• Bastille</li> <li>• Le Grand Peur</li> <li>• Woman's March to Versailles</li> <li>• Tuileries</li> <li>• Tricolor</li> <li>• "Liberté, Égalité, Fraternité!"</li> <li>• Decrees of August 5</li> <li>• Declaration of the Rights of Man and Citizen</li> <li>• Civil Constitution of the Clergy</li> <li>• Constitution of 1791</li> <li>• Legislative Assembly</li> <li>• Hereditary Agent of the People</li> <li>• Émigrés</li> <li>• Flight of the Bourbon family</li> <li>• Declaration of Pillnitz</li> <li>• Girondins</li> <li>• Invasion of Austrian Netherlands</li> <li>• National Convention</li> <li>• Jacobins</li> <li>• "Mountain"</li> <li>• Sans-culottes</li> <li>• Battle of Valmy</li> <li>• "La Marseillaise"</li> <li>• Execution of Louis XVI and Marie Antoinette</li> <li>• guillotine</li> </ul> | <ul style="list-style-type: none"> <li>• Battle of Trafalgar</li> <li>• decisive battle</li> <li>• critical point</li> <li>• feu d'enfer</li> <li>• friction</li> <li>• "On s'engage, puis on voit."</li> <li>• coup d'oeil</li> <li>• Battle of Austeritz</li> <li>• Battles of Jena/Auerstadt</li> <li>• Battle of Friedland</li> <li>• Continental System</li> <li>• Berlin and Milan Decrees</li> <li>• Peninsular War</li> <li>• guerilla warfare</li> <li>• Invasion of Russia</li> <li>• Grande Armée</li> <li>• "Scorched earth"</li> <li>• "Generals January and February"</li> <li>• Confederation of the Rhine</li> <li>• Grand Duchy of Warsaw</li> <li>• Tribute</li> <li>• conscription</li> <li>• Battle of Leipzig (Nations)</li> <li>• Treaty of Fontainebleau</li> <li>• Congress of Vienna</li> <li>• "White Terror"</li> <li>• "Hundred Days"</li> <li>• Battle of Ligny</li> <li>• Battle of Waterloo</li> <li>• Louis XIV</li> <li>• Louis XV</li> <li>• Louis XVI</li> <li>• Marie Antoinette (Habsburg)</li> <li>• Anne Robert Jacques Turgot</li> <li>• Jacques Necker</li> <li>• Louis XVI</li> <li>• Jacques Necker</li> </ul> |
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<ul style="list-style-type: none"> <li>• (First) Committee of Public Safety</li> <li>• Maximum Price Act</li> <li>• Levée en masse</li> <li>• De-Christianization</li> <li>• Republican Calendar</li> <li>• Temple of Reason</li> <li>• Supreme Being</li> <li>• Vendéean Uprising</li> <li>• Execution of Danton</li> <li>• (Second) Committee of Public Safety</li> <li>• Reign of Terror</li> <li>• Law of Suspects</li> <li>• Revolutionary Tribunal</li> <li>• The Directory</li> <li>• Monarchist Uprising</li> <li>• “Whiff of grapeshot”</li> <li>• Northern Italian Campaign</li> <li>• Treaty of Campo Formio</li> <li>• Egyptian Campaign</li> <li>• Battle of the Pyramids</li> <li>• Battle of the Nile</li> <li>• Coup d’état de Brumaire 1799</li> <li>• Consulate</li> <li>• First Consul</li> <li>• Plebiscite</li> <li>• “Man on horseback”</li> <li>• Concordant of 1801</li> <li>• Code Civil</li> <li>• amnesty for émigrés</li> </ul>	<ul style="list-style-type: none"> <li>• Comte de Mirabeau</li> <li>• Marquis de Lafayette</li> <li>• Joseph II</li> <li>• Leopold II</li> <li>• Duke of Brunswick</li> <li>• Georges Danton</li> <li>• Maximilien Robespierre</li> <li>• Napoléon Bonaparte</li> <li>• Carl von Clausewitz Vom Krieg</li> <li>• Horatio Nelson</li> <li>• Roger Ducos</li> <li>• Abbe Emmanuel-Joseph Sieyes</li> <li>• Pius VII</li> <li>• Napoléon I</li> <li>• Toussaint L’Ouverture</li> <li>• Joseph Fouché</li> <li>• Horatio Nelson</li> <li>• Carl von Clausewitz Vom Krieg</li> <li>• Joseph Bonaparte</li> <li>• Arthur Wellesley, the Duke of Wellington</li> <li>• Alexander I</li> <li>• Mikhail Kutuzov</li> <li>• Carl von Clausewitz, Dom Krieg</li> <li>• Marie-Louise Habsburg</li> <li>• Louis XVIII</li> <li>• Gebhard von Blucher</li> <li>• Arthur Wellesley, The Duke of Wellington</li> </ul>
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice</p>

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<p>quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Brinton, Crane, <u><a href="#">The Anatomy of Revolution</a></u>  Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. III)</a></u>  de Tocqueville, Alexis, <u><a href="#">The Old Regime and the French Revolution</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p>Schama, Simon, <u>Citizens!</u></p> <p>Chandler, David, <u>The Campaigns of Napoleon</u></p> <p>Jakob, Walter, <u>Diary of a Napoleonic Foot Soldier</u></p> <p>Johnson, Paul, <u>Napoleon: A Life</u></p> <p>Keegan, John, <u>The Face of Battle</u></p> <p>Keegan, John, <u>The Mask of Command</u></p> <p>von Clausewitz, Carl, <u>Vom Krieg (On War)</u></p> <p>Wills, Garry, <u>Certain Trumpets: The Nature of Leadership</u></p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB French: Opportunity for exposure to French language and culture</li> <li>• IB Visual Arts: Historical background for works of art and architecture, examination of art and architecture as a form of propaganda</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Alternative interpretations of historical events</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    History</b>	
<b>Topic    <i>The Masses: Unleashed and Restrained</i></b> <p>During the French Revolution and the Napoleonic Wars, the masses exhibited their power in the political and military realms, and in the early Industrial Revolution in the economic realm as well. The violence and instability that resulted was mitigated by the forces of conservatism established in the Congress of Vienna. The masses responded to this attempt to restrain them by continuing their struggle to force their governments to acknowledge the end of the era of absolutism and the beginning of an era of popular government.</p>	<b>Pacing</b> <p>Weeks 19-21 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>In the wake of Napoléon's defeat the forces of conservatism attempted to restore the social/political status quo, but economic and social developments in the United Kingdom, along with the British liberal tradition, allowed a reform movement to emerge that eventually spread across Europe.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe the arrangements made at the Congress of Vienna that were designed to suppress the political power of the masses.</li> <li>• I can explain how the power of the masses was being unleashed in manufacturing during the ongoing Industrial Revolution in the United Kingdom.</li> <li>• I can explain the problems that factory work presented to laborers.</li> <li>• I can explain the problems that rapid urbanization presented to city dwellers.</li> <li>• I can describe working-class responses to the unsatisfactory conditions in British factories and cities and the British government's reaction.</li> <li>• I can evaluate the reform movement led by Parliament and its effect on</li> </ul>	<b>Content Elaborations</b> <p>The French Revolution had demonstrated the political power of the common masses, and it terrified Europe's monarchs. In the wake of Napoléon's defeat, the monarchs gathered at Vienna in an attempt to "turn back the clock" and create a system to suppress future revolts before they could flower into revolutions.</p> <p>In the meantime, the Industrial Revolution was continuing in Britain, unleashing the economic power of the masses. Machine tools that could be "programmed" to do exactly one task had removed the last of skill from the manufacturing process, which was now powered by steam. Anyone, regardless of skill, could serve as factory labor, and while this produced an increase in manufacturing output, it created problems for the working class. It put skilled laborers out of work, and forced wages to below survival level for the unskilled. Because they were so easily replaceable, workers faced unsafe working conditions and long hours with no basis to negotiate. Unions and striking were outlawed, which forced the working class into political movements. Here they joined reformers who were seeking to improve conditions in the cities that had grown up around the factories. Here,</p>

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<p>the quality of life for working class people in the United Kingdom.</p> <p><b>2. Elsewhere in Western Europe, where no liberal tradition existed, more radical movements and philosophies emerged to create pressure for political change.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the instability in France's government during the period following Napoléon's defeat.</li> <li>• I can explain the Marxist/communist perspective on class struggle and exploitation.</li> <li>• I can describe and evaluate the Marxist/communist call to action and assess to what extent this call to action "played out" during the 19th Century.</li> </ul>	<p>overcrowding begat shortages of safe housing, spread of fire and disease, and poverty produced high crime rates.</p> <p>Despite a few violent outbursts of working class dissatisfaction, Britain's liberal tradition offered a basis for redress of grievances through Parliamentary action, and the Whig Party now framed itself as advocates for the working class. Parliament as an institution was the first to be reformed, then laws were passed to protect women and children in the workplace. Gradually additional reforms brought some relief to Britain's crowded cities.</p> <p>France had no such liberal basis for reform, and as a result the working class of Paris convulsed throughout the first half of the 19th Century, unseating monarchs in 1830 and 1848. The rest of continental Europe threatened to move in the same direction, while Metternich's System established at Vienna sought to restrain the masses in their dissatisfaction.</p> <p>In response to what appeared to be a lack of progress for the working class, Karl Marx and Frederick Engels authored <u>The Communist Manifesto</u>, proclaiming history to be an ongoing class struggle which would inevitably result in the overthrow of the bourgeois (ownership) by the proletariat (working class). Marx proclaimed that labor was entitled to all of the value they created, whereas surplus value was instead held by the bourgeoisie. He called for a proletarian revolution to end this.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Congress of Vienna</li> <li>• legitimacy</li> <li>• containment</li> <li>• Quadruple/Holy Alliance</li> <li>• "Metternich System"</li> <li>• Carlsbad Decrees</li> <li>• prior restraint (censorship)</li> <li>• secret societies</li> <li>• secret police</li> <li>• Industrial Revolution</li> <li>• steam engine</li> <li>• condenser</li> <li>• machine tools</li> <li>• underground sewers</li> <li>• Public Health Act</li> <li>• Chamber of Deputies</li> <li>• July Ordinances</li> <li>• July Revolution</li> <li>• "Citizen King"/ "Bourgeois Monarch"</li> <li>• February 1848 Revolution</li> <li>• Bonapartists</li> <li>• Legitimists</li> <li>• republicans</li> <li>• socialists</li> <li>• National Workshops</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• describe</li> <li>• evaluate</li> <li>• explain</li> </ul>

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| <ul style="list-style-type: none"> <li>• railroads</li> <li>• “The Rocket”</li> <li>• Liverpool – Manchester Railway</li> <li>• Portsmouth Dockyards</li> <li>• production line</li> <li>• deskilling</li> <li>• interchangeable parts</li> <li>• Factory (“American”) System</li> <li>• “Iron Law of Wages”</li> <li>• survival wage</li> <li>• unequal pay</li> <li>• child labor</li> <li>• worker safety</li> <li>• chronic injuries/deformities</li> <li>• “Black Lung”/“White Lung”</li> <li>• abuse</li> <li>• urbanization</li> <li>• “multiplier effect”</li> <li>• overcrowding/housing shortage</li> <li>• sanitation/disease</li> <li>• open sewer/cesspit</li> <li>• cholera/typhus</li> <li>• crime</li> <li>• fire</li> <li>• Luddites</li> <li>• Corn Law</li> <li>• “Peterloo Massacre”</li> <li>• Six Acts</li> <li>• Anti-Corn Law League</li> <li>• trade unions</li> <li>• Combination Act</li> <li>• Glasgow strike</li> <li>• political liberalism/conservatism</li> <li>• “Classical” economic liberalism</li> <li>• Tories vs. Whigs</li> <li>• Reform Bill of 1831/32</li> <li>• boroughs (“rotten boroughs”)</li> </ul> | <ul style="list-style-type: none"> <li>• Bloody June Days</li> <li>• Second French Republic</li> <li>• Second French Empire</li> <li>• economic determinism</li> <li>• class struggle</li> <li>• bourgeoisie</li> <li>• proletariat</li> <li>• Labor Theory of Value</li> <li>• Theory of Surplus Value</li> <li>• means of production</li> <li>• private property/property rights</li> <li>• religion as “opiate of the masses”</li> <li>• “Battle of Democracy”</li> <li>• “Dictatorship of the Proletariat”</li> <li>• classless society</li> <li>• historical inevitability</li> <li>• scientific vs. utopian socialism</li> <li>• Klemens von Metternich</li> <li>• Thomas Newcomen</li> <li>• James Watt</li> <li>• Henry Maudsley</li> <li>• George Stephenson</li> <li>• Marc Brunel</li> <li>• David Ricardo, “On Wages”</li> <li>• Benjamin D’Israeli, “Sybil”</li> <li>• “King Ned Ludd”</li> <li>• William Pitt “the Younger”</li> <li>• Charles James Fox</li> <li>• John Russell</li> <li>• William IV</li> <li>• Jeremy Bentham, “Principles of Morals and Legislation”</li> <li>• John Stuart Mill</li> <li>• Michael Sadler</li> <li>• Robert Peel</li> <li>• Edwin Chadwick</li> </ul> |
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<ul style="list-style-type: none"> <li>• Chartist Movement</li> <li>• People's Charter</li> <li>• universal male suffrage</li> <li>• Utilitarianism</li> <li>• Poor Law</li> <li>• Sadler Commission</li> <li>• Factory Act/Mines Act</li> <li>• Ten Hours Act</li> <li>• Metropolitan Police Act</li> <li>• Metropolitan Fire Brigade</li> <li>• Metropolitan Railway</li> <li>• "Big Stink"</li> <li>• John Snow</li> <li>• Joseph Bazalgette</li> <li>• Charles X</li> <li>• Marquis de Lafayette</li> <li>• Louis-Phillippe</li> <li>• Louis Blanc</li> <li>• Louis-Napoléon Bonaparte</li> <li>• (Napoléon III)</li> <li>• Karl Marx and Friedrich Engels</li> <li>• The Communist Manifesto</li> <li>• Capital (Marx only)</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students' comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>



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<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></p> <p>Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u></p> <p>Davies, Norman, <u><a href="#">Europe: A History</a></u></p> <p>Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u></p> <p>Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></p> <p>Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></p> <p>Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></p> <p>Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Burke, James, <u><a href="#">Connections</a></u></p> <p>Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol, IV)</a></u></p> <p>de Tocqueville, Alexis, <u><a href="#">Recollections: The French Revolution of 1848</a></u></p> <p>Durant, William, <u><a href="#">The Story of Philosophy</a></u></p> <p>Kissinger, Henry, <u><a href="#">Diplomacy</a></u></p> <p>Marx, Karl, <u><a href="#">Das Kapital (Capital)</a></u></p> <p>Marx, Karl and Engels, Freidrich, <u><a href="#">The Communist Manifesto</a></u></p> <p>Mill, John Stuart, <u><a href="#">On Liberty</a></u></p> <p>Ozment, Stephen, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u></p> <p>Ricardo, David, <u><a href="#">Principles of Political Economy and Taxation</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Economics: Introduction to classical versus Marxist economics</li> <li>• IB Geography: Understanding urbanization and urban structure</li> <li>• IB Design Technology: Technologies that allowed for conquest; technologies of manufacturing and their social consequences</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Alternative interpretations of historical events/alternative theories of history</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or "outside-the-classroom" time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts.</p>



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	When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.
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## IB History SL/HL (Year One)

<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    History</b>	
<b>Topic    Romanticism and Nationalism</b> <p>In the early years of the 19th Century, as a result of the French Revolutionary period, Europeans departed from the universalist impulses of the Age of Reason to focus on the mysteries of nature. This spirit of Romanticism caused many to abandon the belief that the human mind could, through reason, grasp all knowledge. It also turned their attention away from the idea that through reason a single, ideal system of government or set of values could be introduced into Europe. Instead, each nation of Europeans began to reinvest themselves in the uniqueness of their ethnic heritage. This cultural nationalism in turn led to the emergence of political nationalism, in which each nation rejected outside rule in favor of self-governance; this movement nearly caused the collapse of the equilibrium established since the Congress of Vienna, caused some multinational empires to crumble, and brought together new states.</p>	<b>Pacing</b> <p>Weeks 22-24 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>The French Revolution served as a catalyst for change in the 19th Century in that it exposed the inherent weaknesses of absolutism and created a reaction against the values of the Age of Reason that the French had sought to impose throughout Europe.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can examine the critiques of the philosophy of the Age of Reason that gave rise to Romanticism during the 19th Century and describe Romanticism's impact on European history and culture.</li> <li>I can explain the origins of nationalism and distinguish between cultural and political nationalism.</li> </ul>	<b>Content Elaborations</b> <p>Europeans of the early/mid-19th Century had witnessed decades of warfare and the spread of an industrial / urban nightmare, and regarded them, perhaps, as a product of "Age of Reason" philosophy run amok. This period thus saw a revolt against reason in favor of the idea that the human mind is not limitless in its capacity to understand the world; this "Romantic" outlook regarded the mysteries of nature as sacred and valued intuition and emotion over reason.</p> <p>Meanwhile across Europe, wherever the ideas of the French Revolution had been carried by Napoléon, two concepts took root. One was a reaction against the universalizing impulse that sought to impose the reason-based French system on those whom Napoléon conquered. This was in accord with the</p>

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<p><b>2. <i>From 1820-1871 an upheaval against the political status quo resulted from the spirit of political nationalism; this upheaval drove change that took the form of liberal reforms and the creation of new nation-states.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe the successful nationalist revolutions of the early 19th Century.</li> <li>• I can explain the conflict between the United Kingdom and the Irish and evaluate British policy toward the Irish through the 19th Century.</li> <li>• I can describe the unsuccessful nationalist revolts of the mid-19th Century.</li> <li>• I can describe the process by which foreign rulers were driven out of Italy by Italian nationalists.</li> <li>• I can explain why Germany had not unified as a nation-state as late as the 1850s.</li> <li>• I can describe the process whereby Germany became a united nation-state under Prussian leadership.</li> </ul>	<p>Romantic philosophy and manifested itself in the elevation of all things local and organic over the universal and artificial. The other was a rejection of the default acceptance of monarchical rule as the natural order of things; some came to see the nation, not the monarch, as the true basis for governing authority and sought to liberate their nations from foreign monarchs to create self-governing nation-states.</p> <p>Successful nationalist revolutions removed the Spanish from their American colonies, the Ottomans from Greece, and the Dutch from Belgium. The Magyars of Hungary, though they met with defeat in trying to form a state independent of the Habsburgs, were granted limited autonomy in a dual monarchy. Less success was found by the Poles and Romanians who saw their nationalist revolts crushed by the Russians, and the Irish, whose struggle against the British continued into the 20th Century. Italian nationalists led by Mazzini were defeated by the Austrians, French, and Spanish, but in mid-century Italy was liberated and united through the efforts of Camillo di Cavour and Giuseppe Garibaldi. While most of Germany was ruled by German princes, efforts to unite them into one state at the Frankfurt Assembly of 1849 failed. Only a policy of “blood and iron” allowed Prussia under the leadership of Otto von Bismarck to forcefully create a united German reich.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• moral impulse</li> <li>• categorical imperative</li> <li>• Romanticism</li> <li>• “Noble Savage”</li> <li>• Romantic gardens</li> <li>• garden follies</li> <li>• Gothic Revival</li> <li>• landscape</li> <li>• nation</li> <li>• cultural nationalism</li> <li>• kultur vs. zivilization</li> <li>• folklore and history</li> <li>• political nationalism</li> <li>• nation-state</li> <li>• Young Europe</li> <li>• Battle of Sedan</li> <li>• Second German Reich</li> <li>• kaiser</li> <li>• John Locke</li> <li>• Essay Concerning Human Understanding</li> <li>• Immanuel Kant</li> <li>• Groundwork for the Metaphysics of Morals</li> <li>• Jean-Jacques Rousseau</li> <li>• J. M. W. Turner “The Chain Pier” and “Weymouth Bay”</li> <li>• John Constable, “The Cornfield” and “The Haywain”</li> <li>• William Wordsworth</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• describe</li> <li>• examine</li> <li>• explain</li> </ul>

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| <ul style="list-style-type: none"> <li>• creoles vs. peninsulares</li> <li>• “Americans”</li> <li>• Monroe Doctrine</li> <li>• Philhellenes</li> <li>• Battle of Navarino</li> <li>• Walloons</li> <li>• Treaty of London</li> <li>• Celts</li> <li>• “The Pale”</li> <li>• Plantations</li> <li>• Jacobite Risings/Rebellions</li> <li>• Battle of the Boyne</li> <li>• Penal Laws</li> <li>• Act of Union</li> <li>• Catholic Association</li> <li>• Catholic Emancipation</li> <li>• Tithe War</li> <li>• Repeal Association</li> <li>• “Monster Meetings”</li> <li>• Young Ireland</li> <li>• Potato Blight and Famine</li> <li>• Young Irish Disorders</li> <li>• Fenian rebels</li> <li>• Home Rule</li> <li>• “Christ of Nations”</li> <li>• Polish Revolt</li> <li>• Liberal Revolt</li> <li>• Magyar Revolt</li> <li>• Ausgleich/Dual Monarchy</li> <li>• Carbonari</li> <li>• Giovane Italia</li> <li>• Austro-Sardinian War</li> <li>• Redshirts</li> <li>• Seven Weeks’ War</li> <li>• “Blut und Boden”</li> <li>• Volk</li> <li>• German Confederation</li> </ul> | <ul style="list-style-type: none"> <li>• “Tintern Abbey”</li> <li>• John Keats</li> <li>• “Ode on a Grecian Urn”</li> <li>• William Blake, “The Tiger”</li> <li>• Robert Burns, “To a Mouse”</li> <li>• Johann Wolfgang von Goethe</li> <li>• Faust</li> <li>• Samuel Taylor Coleridge</li> <li>• “Rime of the Ancient Mariner”</li> <li>• “Kubla Khan”</li> <li>• Johann Gottfried von Herder</li> <li>• Materials for the Philosophy of the History of Mankind”</li> <li>• Giuseppe Mazzini</li> <li>• “On Nationality”</li> <li>• Ernst Moritz Arendt</li> <li>• “Was Ist das Deutschen Vatterland?”</li> <li>• Simon Bolivar</li> <li>• Jose de San Martin</li> <li>• Theodoros Kolokotronis</li> <li>• Leopold I</li> <li>• Patricus (St. Patrick)</li> <li>• Brian Boru</li> <li>• John</li> <li>• Henry VII</li> <li>• Elizabeth I</li> <li>• Oliver Cromwell</li> <li>• James II</li> <li>• Daniel O’Connell</li> <li>• Sir Charles Trevelyan</li> <li>• William Gladstone</li> <li>• Alexander Ypsilanti</li> <li>• Prince Adam Czartoryski</li> <li>• Klemens von Metternich</li> <li>• Franz Josef Habsburg</li> <li>• Louis Kossuth</li> </ul> |
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<ul style="list-style-type: none"> <li>• Zollverein</li> <li>• Frankfurt Assembly</li> <li>• Prussian Constitution</li> <li>• Realpolitik</li> <li>• Danish War</li> <li>• non-aggression pact</li> <li>• Seven Weeks' War</li> <li>• Treaty of Prague</li> <li>• Spanish succession crisis</li> <li>• Ems Dispatch</li> <li>• Franco-Prussian War</li> <li>• Giuseppe Mazzini</li> <li>• Camillo di Cavour, Il Risorgimento</li> <li>• Victor Emmanuel</li> <li>• Giuseppe Garibaldi</li> <li>• Frederick-Wilhelm IV</li> <li>• Otto von Bismarck</li> <li>• "Blood and Iron"</li> <li>• Wilhelm I</li> <li>• Napoléon III</li> <li>• Leopold Hohenzollern</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students' comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>

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<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></p> <p>Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u></p> <p>Davies, Norman, <u><a href="#">Europe: A History</a></u></p> <p>Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u></p> <p>Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></p> <p>Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></p> <p>Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></p> <p>Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Boorstin, Daniel J., <u><a href="#">The Creators</a></u></p> <p>Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. IV)</a></u></p> <p>Kissinger, Henry, <u><a href="#">Diplomacy</a></u></p> <p>Ludwig, Emil, <u><a href="#">Bismarck: The Story of a Fighter</a></u></p> <p>Ozment, Stephen, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Music: Historical background for works of music, music as a form of propaganda</li> <li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Challenges to reason as a way of knowing; alternative interpretations of historical events; ethnicity and race</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or "outside-the-classroom" time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of "IB Advisory" period to seek individualized support from their IB teachers.</p>

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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    History</b>	
<b>Topic    <i>Mature Industrial/Urban Society and Imperialism</i></b> <p>During the second half of the 19th Century, Western European societies that had urbanized earlier in the century began to overcome the associated “growing pains.” The struggles of the working class and urban populations found relief in the form of more responsive governments and better-designed cities. Populations stabilized, laws supported working-class interests and expanded suffrage, and cities were reborn that gave rise to new movements in art and science. Western Europeans in particular were so impressed with their progress that they came to regard progress as an inevitable product of international competition. This justified, in their minds, the conquest of Africa, Asia, and the Pacific, lands wanted for their natural resources and untapped markets, now available through advanced technologies. An age of imperialism emerged.</p>	<b>Pacing</b> <p>Weeks 25-27 of Year One</p>
<b>Content Statement</b> <p>1. <i>During the second half of the 19th Century, populations stabilized, allowing urban planners to redesign their cities to become centers of commerce, administration, and culture.</i></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can analyze the demographic transition that European countries experienced as they evolved through the industrial era and evaluate Thomas Malthus’ concerns about population.</li> <li>I can analyze the transformation of cities in industrialized European countries as the 19th Century progressed.</li> </ul> <p>2. <i>The struggle between governments and the working class that characterized the first half of the 19th Century gave way gradually to</i></p>	<b>Content Elaborations</b> <p>The industrial and urban societies that had experienced rough (and often violent) growing pains in the first half of the 19th century began to mature into stability in the second half. Populations stabilized as working class families responded to urban living and as new knowledge, technologies, and policies improved public health. Cities themselves became more livable thanks to public transportation which allowed the outward expansion of urban populations into the new suburbs. The city centers, meanwhile, became less industrial and more focused on commerce, administration, and culture; this made them desirable locations where a shared urban culture replaced the alienation of the early industrial centers.</p> <p>Governments also matured in their response to working class dissatisfaction. Rather than attempt to suppress the working class, governments now became</p>



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***greater responsiveness to working-class interests during the second half of the century.***

### **Learning Targets:**

- I can describe the political conditions in the United Kingdom during the era of Gladstone and Disraeli and into the early 20th Century.
- I can assess to what extent governments across Europe were becoming more responsive to the needs of working class people – also known as “the masses.”
- I can assess to what extent the Russian government became more liberal and responsive to the needs of working class people during the 19th and early 20th Centuries.

### **3. *The reborn cities became centers of innovation in the arts and sciences producing new ways of thinking about the world; a sense of the inevitability of progress emerged.***

### **Learning Targets:**

- I can describe the transformation of artistic style and technique during the 19th Century in Europe.
- I can examine the scientific, cultural, political, and social influences of Charles Darwin’s work in evolution.

### **4. *Western European countries, seeking access to natural resources and markets for manufactured goods, and justified by the belief that progress ought to be exported to all the world, indulged in imperialism in Africa, Asia, and the Pacific.***

### **Learning Targets:**

- I can explain the motivations that propelled European imperialism in the second half of the 19th Century.
- I can compare and contrast the direct and indirect methods of managing conquered peoples.
- I can describe the process by which Africa was subdued by European powers and the conflicts that resulted.
- I can describe the process by which India and Indochina came under European rule.
- I can explain how European influence contributed to the downfall of

increasingly responsive to working class needs. This included the incorporation of union and labor leaders into the political process, expansion of suffrage, regulation of industry, and provision of social welfare programs. In Britain, the Conservatives (Tories) joined the Liberals (Whigs) in a contest for working class loyalty, but the new Labour Party soon displaced the Liberals, just as Social Democratic Parties emerged to represent the working class across the continent. In eastern Europe, this process was slower, since in places like Austria, the Ottoman Empire, and Russia, the economy was still largely agrarian. In Russia, a liberal czar, Alexander II, ordered multiple reforms, but these only succeeded in opening the door for more radical groups to emerge, one of which assassinated him, leading to renewed repression and a return to conservatism.

In the cities, new thinking emerged in the arts, as realism and then impressionism replaced traditional portraiture and monumental works. Impressionism in particular celebrated the new urban culture and introduced new aesthetic standards that shocked critics. In the urban academic centers, the new theory of evolution by natural selection put forth by Charles Darwin sparked debate between traditionalists and modernists and combined with the philosophical ideas of Hegel and Nietzsche to inspire the belief that progress through competition was the natural order of things. This in turn gave rise to grotesque racial theories and justified in Europeans’ minds the conquest of less “evolved” cultures around the world.

It was not only the desire to spread the blessings of European civilization to Asia, Africa, and the Pacific that motivated European imperialism, however. Access to raw materials and new markets for manufactured goods underlay these conquests as well. European powers used superior technology in most cases to conquer, and either ruled their new subjects directly, or (as the British did) tried to buy the loyalty of existing native leaders with bribes in return for managing the day-to-day administration of their people.

In Africa, the desire for raw materials and lack of strong state structure among the natives incited a European “Scramble” for Africa, slowed only by the efforts of Otto von Bismarck to avoid the outbreak of a general European war over conflicting claims. British trading relationships in India and French trading posts in Indochina both led to conflict which resulted in European conquest,



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<p>China's Qing Dynasty.</p> <ul style="list-style-type: none"> <li>I can describe instances of successful resistance to European/Western imperialism.</li> </ul>	<p>colonization, and subordination until the mid 20th Century. Europeans did not conquer China, but imposed themselves in Chinese trade and culture, engendering a nationalist resentment that exploded in 1900's "Boxer Rebellion" and the eventual collapse of the Qing Dynasty. Japan and Ethiopia adopted European technologies and successfully resisted conquest through the rest of the 19th Century.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>demographic transition</li> <li>birth/death/growth rates</li> <li>preindustrial</li> <li>industrial</li> <li>stabilization</li> <li>arithmetic vs. geometric growth</li> <li>Malthusian catastrophe</li> <li>city planning</li> <li>suburb</li> <li>terrace apartment</li> <li>Neoclassical and Gothic Revival</li> <li>iron/steel-framed structure</li> <li>Paris Commune</li> <li>Third French Republic</li> <li>Dreyfus Affair</li> <li>Conservatives vs. Liberals</li> <li>Reform Bill of 1867</li> <li>trade unions</li> <li>Fabians</li> <li>Labour Party</li> <li>Women's Social and Political Union</li> <li>Suffragists/"Suffragettes"</li> <li>universal male suffrage</li> <li>Reichstag (Germany)/Reichsrat (Austria-Hungary)</li> <li>Kulturkampf</li> <li>social welfare</li> <li>"old-age insurance"</li> <li>Economic imperialism</li> <li>Political/military imperialism</li> <li>Cultural imperialism</li> <li>Social Darwinism/paternalism</li> <li>Thomas Malthus, An Essay on the Principle of Population</li> <li>Georges-Eugene Haussmann</li> <li>Joseph Paxton, Crystal Palace</li> <li>Gustave Eiffel, Eiffel Tower</li> <li>Alfred Dreyfus</li> <li>Emile Zola, "J'accuse"</li> <li>Benjamin D'Israeli</li> <li>William Gladstone</li> <li>Emmeline Pankhurst</li> <li>Otto von Bismarck</li> <li>Franz Josef</li> <li>David Lloyd George</li> <li>Nicholas I</li> <li>Alexander II</li> <li>Alexander III</li> <li>Nicholas II</li> <li>Father Georgy Gapon</li> <li>Édouard Manet, "Luncheon on the Grass"</li> <li>Napoléon III</li> <li>Claude Monet, "Impression: Sunrise," "Haystacks" series, "Water Lilies" series, "Gare Saint-Lazare"</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>analyze</li> <li>assess to what extent</li> <li>compare and contrast</li> <li>describe</li> <li>examine</li> <li>explain</li> </ul>

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<ul style="list-style-type: none"> <li>• “worker’s compensation”</li> <li>• “People’s Budget”</li> <li>• Revisionist Socialists</li> <li>• Social Democratic Parties</li> <li>• Decembrist Revolt</li> <li>• emancipation</li> <li>• dumas/zemstvas</li> <li>• “People’s Will”</li> <li>• Pogroms</li> <li>• Russo-Japanese War</li> <li>• Bloody Sunday</li> <li>• national дума</li> <li>• Realism</li> <li>• Salon des Refusés</li> <li>• Impressionism</li> <li>• evolution by natural selection</li> <li>• “survival of the fittest”</li> <li>• Social Darwinism</li> <li>• eugenics</li> <li>• dialectic</li> <li>• thesis, antithesis, synthesis</li> <li>• “Young Hegelians”</li> <li>• Monism</li> <li>• race, nation, state</li> </ul>	<ul style="list-style-type: none"> <li>• Pierre-Auguste Renoir, “Luncheon of the Boating Party”</li> <li>• Vincent van Gogh, “Starry Night,” “Wheatfield” series</li> <li>• Georges Seurat, “Sunday Afternoon on the Island of La Grande Jatte”</li> <li>• Carolus Linnaeus</li> <li>• Charles Lyell, Principles of Geology</li> <li>• Charles Darwin, On the Origin of Species, The Descent of Man</li> <li>• Herbert Spencer, Principles of Biology</li> <li>• George Frederick Wilhelm Hegel</li> <li>• Frederick Nietzsche, The Will to Power</li> <li>• Ernst Haeckel, Weltratsel</li> <li>• Francis Galton, Hereditary Genius: Its Laws and Consequences</li> <li>• Rudyard Kipling, “The White Man’s Burden”</li> </ul>
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students’ mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time</p>

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<p>groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Davison, Michael Worth, ed., <u><a href="#">Everyday Life through the Ages</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Boorstin, Daniel, <u><a href="#">The Seekers</a></u>  Burke, James, <u><a href="#">The Day the Universe Changed</a></u>  Churchill, Winston, <u><a href="#">History of the English-Speaking Peoples (Vol. IV)</a></u>  Durant, Will, <u><a href="#">The Story of Philosophy</a></u>  Hall, Sir Peter, <u><a href="#">Cities in Civilization</a></u>  Nietzsche, Friedrich, <u><a href="#">The Genealogy of Morals</a></u>  Norberg-Schulz, Christian, <u><a href="#">Meaning in Western Architecture</a></u>  Stephen Ozment, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u>  Tuchman, Barbara, <u><a href="#">The Proud Tower</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p>Waller, Sally, <u>History for the IB Diploma: Imperial Russia, Revolutions, and the Emergence of the Soviet State 1853 - 1924</u></p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Geography: Understanding mercantilism/colonialism and neo-mercantilism/neo-colonialism</li> <li>• IB Design Technology: Technologies that allowed for conquest</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Challenges to faith and reason as ways of knowing; alternative interpretations of historical events; ethnicity and race</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b>  A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.	
<b>Strand    History</b>	
<b>Topic    The Great War</b>  The diplomatic equilibrium that had been forged in the years following 1871 gave way to unrestrained total war in 1914. Tensions elevated by imperialist and military competition combined with nationalism and ethnic allegiances to produce a climate of crisis that exploded following the assassination of archduke Franz Ferdinand of Austria-Hungary. German military strategy and a prewar system of alliances expanded the scope of the war to encompass all of Europe and eventually the United States. New technologies combined with outdated tactics to reduce the war to a lethal stalemate through most of its duration. The total war effort led to regimentation in most societies, while those who could not keep up crumbled in defeat, or (as in Russia) revolution. The Paris Peace Settlement that ended the war left many of the problems that caused the war unresolved and engendered new tensions that contributed to its failure in less than 20 years. In the meantime, European culture reflected changes brought on by the trauma of total war.	<b>Pacing</b>  Weeks 28-30 of Year One
<b>Content Statement</b>  1. <i>The Great War was brought on by geopolitical forces including tensions arising from imperialism and militarism, nationalism and ethnic allegiances, and its scope expanded due to the pre-war alliance system and military planning.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can compare and contrast the foreign policy of Otto von Bismarck with that of Kaiser Wilhelm II and assess to what extent this shift contributed to the outbreak of the First World War.</li> <li>I can describe the conflicts that stirred violence in the Balkan region and</li> </ul>	<b>Content Elaborations</b>  In the mind of Germany's chancellor, Otto von Bismarck, the best security lay in preserving the general peace in Europe. He knew that the disintegration of the Ottoman Empire and other European powers' interest in capturing the Balkan region could trigger a general war, so he played the role of an outside mediator to preserve the peace. This role did not satisfy the ambitions of German Kaiser Wilhelm II, who outraged the Russians by partnering with the Ottomans, and outraged the British with a naval buildup. He then complained of "encircle-ment" when the British and Russians joined the French in an alliance "against" Germany.

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<p>assess to what extent these contributed to the outbreak of the First World War.</p> <ul style="list-style-type: none"> <li>I can explain German military planning and assess to what extent it contributed to the outbreak and expansion of the First World War.</li> </ul> <p><b>2. <i>Tactical errors combined with new technologies caused the Great War to settle into a deadly stalemate which forced governments to take more control over their economies; those who could not do so effectively collapsed.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain how the fluid events of the war's first month destroyed the Schlieffen Plan and condemned the war to continue in a stalemate.</li> <li>I can evaluate the German war effort and contrast it with the war efforts of their allies.</li> <li>I can describe the conditions faced by soldiers living and fighting in the trenches of the Western Front.</li> <li>I can evaluate the efforts of field commanders to break the stalemate on the Western Front in 1916.</li> <li>I can assess to what extent civilian society was affected by the First World War.</li> </ul> <p><b>3. <i>The collapse of Russia and the entry of the United States into the war ended the stalemate and ultimately produced an Allied victory that shocked Germans and immediately changed the face of Europe.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can describe the events that led to Germany's near-victory and those that prevented it and produced an Allied victory.</li> <li>I can describe the terms of the armistice and the immediate consequences of the end of the First World War.</li> </ul> <p><b>4. <i>The Paris Peace Settlement left unresolved many of the problems that contributed to the war's outbreak and even strengthened German desire for revenge; meanwhile the war had lasting cultural impacts across Europe, as well.</i></b></p> <p><b>Learning Targets:</b></p>	<p>Nationalism in the Balkans incited war when the Bosnian Serb terror group assassinated the archduke of Austria-Hungary as a protest against Austrian control of Bosnia. Pan-Slavism brought Russia to the rescue of Serbia, which was faced with a declaration of war by Austria-Hungary. Germany agreed to support their Austrian allies, but their plans for fighting a general war in Europe called for them to attack and defeat France (which they perceived as the more immediate threat) before fighting Russia. To accomplish this with adequate speed to shift forces eastward, the Germans had to invade neutral Belgium, whose independence was guaranteed by Britain. In these ways, a regional conflict between Austria-Hungary and Serbia grew into a continent-wide war.</p> <p>But the war did not go as planned for the Germans. The Belgians staged a spirited opposition, and the Russians attacked sooner than expected at Tannenberg, forcing the Germans to shift forces eastward before their attack on France could succeed. This caused the German effort in France to fail at the Marne, and the war in the west settled into a brutal stalemate. The Germans were forced to take over the war efforts of their ineffectual Austro-Hungarian allies against Russia, Serbia, and Italy – and won on all fronts. On the Western Front, however, neither the Germans nor the Allied Powers could break the stalemate. Instead, soldiers lived wretchedly in the trenches, faced with physical and mental exhaustion, disease, and rats. When they did see action, it amounted to futile frontal assaults against an entrenched enemy armed with artillery and machine guns. The toll of wounded and dead was massive, especially when commanders attempted to break the stalemate with massive attacks such as at Verdun and Somme. At home, civilians were mobilized for the total war effort, making sacrifices meant to maximize efficiency and productivity.</p> <p>In some countries, this could not be sustained. This was particularly true in Russia, which collapsed in revolution in 1917. This created the first opportunity of the war for the Germans to focus their efforts on the Western Front, but at the same time, Germany's unrestricted submarine warfare had, in their effort to deny supplies to Britain and France brought the United States into the war. This proved to be decisive in Germany's defeat. Germany accepted an armistice that was characterized by extremely harsh terms, while her allies Austria-Hungary and the Ottoman Empire simply disintegrated.</p>
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<ul style="list-style-type: none"> <li>• I can compare and contrast Woodrow Wilson's "Fourteen Points" with the actual settlement that resulted from the Paris Peace Conference.</li> <li>• I can describe the social/cultural responses to the experience of the First World War.</li> </ul>	<p>The Paris Peace Conference that followed the war featured two different ideas for peace. President Woodrow Wilson of the United States envisioned a new framework for international relations designed to prevent future wars, but the British and French were more focused on punishing Germany, which became a much-resented centerpiece of the peace settlement. Meanwhile, society and culture showed the scars of war, as many came to reject liberalism in favor of government control, and as disillusionment with the idea that progress is inevitable manifested itself in postwar literature and the visual arts.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• diplomatic equilibrium</li> <li>• Crimean War</li> <li>• "Realpolitik"</li> <li>• Three Emperors' League</li> <li>• "Eastern Question"</li> <li>• Pan-Slavism</li> <li>• Second Russo-Turkish War</li> <li>• Treaty of San Stefano</li> <li>• Congress of Berlin</li> <li>• Triple Alliance</li> <li>• Reinsurance Treaty</li> <li>• "Weltpolitik"/"place in the sun"</li> <li>• "Young Turks"</li> <li>• Triple Entente</li> <li>• "Encirclement"</li> <li>• Balkan League</li> <li>• Black Hand</li> <li>• "blank check"</li> <li>• Austrian ultimatum</li> <li>• Schlieffen Plan</li> <li>• violation of Belgian neutrality</li> <li>• Allied Powers</li> <li>• Central Powers</li> <li>• Tannenberg Campaign</li> <li>• Battle of Tannenberg</li> <li>• British Expeditionary Force</li> <li>• "Stab-in-the-Back" Myth</li> <li>• "Fourteen Points"</li> <li>• "Peace without victory"</li> <li>• "Wilson Peace"</li> <li>• self-determination</li> <li>• League of Nations</li> <li>• Paris Peace Conference</li> <li>• Treaty of St. Germain</li> <li>• Treaty of Trianon</li> <li>• Treaty of Neuilly</li> <li>• Treaty of Sevres</li> <li>• mandates</li> <li>• Treaty of Versailles</li> <li>• Art.231: "War Guilt Clause"</li> <li>• reparations</li> <li>• "Diktat"</li> <li>• "November Criminals"</li> <li>• welfare state/managed economy</li> <li>• disillusionment</li> <li>• Surrealism</li> <li>• Dadaism</li> <li>• Otto von Bismarck</li> <li>• Wilhelm II</li> <li>• Franz Josef</li> <li>• Franz Ferdinand</li> <li>• Gavrilo Princip</li> </ul>	<p><b>Academic Vocabulary</b></p>

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| <ul style="list-style-type: none"> <li>• Battle of the Marne</li> <li>• stalemate</li> <li>• “Irredenta”</li> <li>• Battle of Caporetto</li> <li>• Gallipoli Campaign</li> <li>• ANZACs</li> <li>• Arab Revolt</li> <li>• trench warfare</li> <li>• trench foot</li> <li>• trench fever</li> <li>• “over the top”</li> <li>• “no-man’s land”</li> <li>• high-explosive shells</li> <li>• bombproof shelters</li> <li>• “walking” artillery fire</li> <li>• chlorine, phosgene, mustard gas</li> <li>• tank</li> <li>• lighter-than-air vs. airplanes</li> <li>• synchronized machine gun</li> <li>• Gotha bomber</li> <li>• “shell-shock”</li> <li>• mutiny</li> <li>• attrition vs. decisive battle</li> <li>• Battle of Verdun</li> <li>• Battles of Ypres</li> <li>• Battle of the Somme</li> <li>• “Pals” battallions</li> <li>• rationing/price controls</li> <li>• Daylight Savings Time</li> <li>• Union Sacrée</li> <li>• Burgfrieden</li> <li>• Defense of the Realm Act</li> <li>• Easter Rising</li> <li>• Irish Republican Army</li> <li>• Armenian Genocide</li> <li>• influenza epidemic</li> <li>• Russian Revolution</li> </ul> | <ul style="list-style-type: none"> <li>• Wilhelm II</li> <li>• Nicholas II</li> <li>• Alfred von Schlieffen</li> <li>• Helmuth von Moltke</li> <li>• Herbert Hoover</li> <li>• Erich Ludendorff</li> <li>• Paul von Hindenburg</li> <li>• Paul von Rennenkampf</li> <li>• Alexander Samsonov</li> <li>• Winston Churchill</li> <li>• Thomas Edward Lawrence</li> <li>• Faisal al Saud</li> <li>• Anthony Fokker</li> <li>• Erich von Falkenhayn</li> <li>• Philippe Pétain</li> <li>• Douglas Haig</li> <li>• Erich Ludendorff</li> <li>• Paul von Hindenburg</li> <li>• Wilhelm II</li> <li>• David Lloyd-George</li> <li>• Georges Clemenceau</li> <li>• Nicholas II</li> <li>• Alexander Kerensky</li> <li>• V. I. Lenin</li> <li>• Woodrow Wilson</li> <li>• Wilhelm II</li> <li>• Erich Ludendorff</li> <li>• Georges Clemenceau</li> <li>• David Lloyd-George</li> <li>• Vittorio Orlando</li> <li>• Salvador Dali, “Persistence of Memory”</li> <li>• Max Ernst, “Elephant Celebes”</li> <li>• Marcel Duchamp, “Nude Descending a Staircase”</li> <li>• Hannah Hoch, collages</li> <li>• René Magritte, “This Is Not a</li> </ul> |
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<ul style="list-style-type: none"> <li>• Provisional Government</li> <li>• Bolshevik Revolution</li> <li>• Treaty of Brest-Litovsk</li> <li>• submarine (unterseeboot)</li> <li>• Lusitania and Sussex</li> <li>• Sussex Pledge</li> <li>• unrestricted submarine warfare</li> <li>• Spring 1918 Offensive</li> <li>• Battle of Belleau Wood</li> <li>• Meuse-Argonne Offensive</li> <li>• armistice</li> <li>• demilitarized Rhineland</li> <li>• reparations</li> </ul>	<ul style="list-style-type: none"> <li>Pipe”</li> <li>• Georges Duhamel, Civilization</li> <li>• Robert Graves, Goodbye to All That</li> <li>• Erich Maria Remarque, All Quiet on the Western Front</li> <li>• John McCrae, “In Flanders Fields”</li> <li>• Wilfred Owen, “Dulce et Decorum Est”</li> <li>• Siegfried Sassoon, “Counterattack”</li> </ul>
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students’ mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>

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<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u></p> <p>Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u></p> <p>Davies, Norman, <u><a href="#">Europe: A History</a></u></p> <p>Fordham University, The Internet Modern History Sourcebook <u><a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a></u></p> <p>Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u></p> <p>Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u></p> <p>Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Helprin, Mark, <u><a href="#">A Soldier of the Great War</a></u></p> <p>Jünger, Ernst, <u><a href="#">The Storm of Steel</a></u></p> <p>Kagan, Donald, <u><a href="#">On the Origins of War and the Preservation of Peace</a></u></p> <p>Keegan, John, <u><a href="#">The Face of Battle</a></u></p> <p>Keegan, John, <u><a href="#">The First World War</a></u></p> <p>Kissinger, Henry, <u><a href="#">Diplomacy</a></u></p> <p>Liulevicius, Vejas Gabriel, <u><a href="#">World War One: The Great War Lecture Notes</a></u> (from The Teaching Company lectures on CD)</p> <p>Stephen Ozment, <u><a href="#">A Mighty Fortress: A New History of the German People</a></u></p> <p>Schmitt, Bernadotte, <u><a href="#">The World in the Crucible, 1914-1919</a></u></p> <p>Barbara Tuchman, <u><a href="#">The Guns of August</a></u></p> <p>Barbara Tuchman, <u><a href="#">The Proud Tower</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Design Technology: Technologies of conquest</li> <li>• IB Music: Historical background for works of music, music as a form of propaganda</li> <li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Alternative interpretations of historical events;</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or "outside-the-classroom" time (when necessary) be used to piece</p>

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emotion as a way of knowing – experience of trauma

together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.

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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    History</b>	
<b>Topic    <i>Rise of Mass Dictators</i></b> <p>In Russia, the suffering caused by The Great War led to successful revolutions against the monarchy and then against the provisional government that replaced it. The Bolsheviks who took over consolidated power and enacted reforms that they claimed would eliminate class inequalities. In reality these only opened the door for endless dictatorship and mass regimentation of society. The experience of The Great War proved in the minds of many across Western Europe that for a country to achieve its greatest potential strength, its government must more thoroughly seize control of society. In Italy, Germany, and Spain, popular support for radical parties that preached a return to strength allowed these parties to establish dictatorships that suppressed their opponents, established programs of mass propaganda, and in the cases of Italy and Germany rearmed and expanded.</p>	<b>Pacing</b> <p>Weeks 31-32 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>Failed efforts to manage Russia’s war effort prompted revolutions against the monarchy and moderate provisional government; in their place, a communist dictatorship was established by V. I. Lenin and the Bolsheviks seized power, but their promises to create a classless society gave way to greater power consolidation and terror under Joseph Stalin.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the factors that contributed to the Russian Revolution of February/March 1917.</li> <li>• I can describe the Provisional Government that ruled Russia in between revolutions and explain the reasons for its fall to the Bolsheviks.</li> <li>• I can assess to what extent Lenin as dictator fulfilled the promises he</li> </ul>	<b>Content Elaborations</b> <p>Russia’s war effort during the Great War had been a miserable failure, causing widespread intense suffering for Russian soldiers and civilians alike. Dissatisfied with an absolutist political system that ignored their voice, they successfully forced the abdication of Czar Nicholas I in March 1917. In his place, a Provisional Government ruled with an eye toward writing a new constitution, but the liberal socialists who dominated the Provisional Government ignored the demands of the soldiers and workers who had formed into soviets – councils of workers’ and soldiers’ deputies – for an end to the war and its suffering. The decision to continue the war effort opened the doors to the Bolsheviks, radicals who envisioned the total overthrow of the Russian political/social order.</p>

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<p>made to the Russian people upon taking power.</p> <ul style="list-style-type: none"> <li>• I can describe the measures taken by Lenin and the Bolsheviks to consolidate their power and evaluate their success.</li> <li>• I can explain Stalin's rise to power.</li> <li>• I can explain and evaluate the success of Joseph Stalin's Five Year Plans.</li> <li>• I can describe and evaluate the measures Joseph Stalin took to consolidate his power.</li> </ul> <p><b>2. <i>In Italy, public dissatisfaction the government's handling of the war and the postwar economy allowed Benito Mussolini to establish a fascist dictatorship and rearm.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can describe the process by which Benito Mussolini and the Fascists gained power in Italy.</li> <li>• I can explain and evaluate the success of the measures Benito Mussolini took to strengthen Italy.</li> </ul> <p><b>3. <i>In Germany, public dissatisfaction with the Treaty of Versailles and the government's handling of the postwar economy opened a struggle for power between radical parties, from which Adolf Hitler's Nazis emerged to establish a dictatorship and consolidate power.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the unpopularity of the German (Weimar) Republic and evaluate the measures its leaders took to strengthen Germany.</li> <li>• I can describe the impact of the Great Depression on Germany and explain how Adolf Hitler and the Nazis capitalized on this to gain popularity.</li> <li>• I can describe how the Adolf Hitler gained control of Germany's government and consolidated power.</li> <li>• I can describe and evaluate the measures Adolf Hitler took to strengthen Germany internally.</li> </ul> <p><b>4. <i>Fascist and socialist forces fought to control Spain's government, resulting in the establishment of a Fascist dictatorship.</i></b></p>	<p>Led by V. I. Lenin, the Bolsheviks overthrew the Provisional Government in October 1917, and though they nominally supported a democratic government, they quickly turned their backs on democracy when elections produced results that were unsatisfactory to the Bolsheviks. Lenin as dictator made peace with Germany, but imposed a "Red Terror" to suppress "class enemies" and seized all land and factories in an effort to impose a complete communist system. This incited a civil war and caused productivity to collapse.</p> <p>The new Soviet Union barely survived these dual calamities, only to see a more brutal dictatorship arise under Joseph Stalin. Stalin had out-competed Leon Trotsky for power and purged all of his rivals. He set forth a series of "Five-Year Plans" to maximize agricultural production and use the capital gained from exports to build Soviet industrial capacity in anticipation of another great war. Another collapse in productivity led to extreme measures to make the system work. Unanticipated and systematic starvation, more purges, and the gulag system thus came to characterize Stalin's reign.</p> <p>In Italy, resentment of the ungenerous terms granted by Italy's victorious allies led veterans of the war to criticize the government and demand a strong dictatorship to restore Italian power and prestige. This gave rise to the Fascists led by Benito Mussolini, who through intimidation and the projection of an ultra-patriotic message, appealed to the public and imposed their will on the king. With Mussolini entrenched as Il Duce, Italy forged a partnership between the state, labor, and industrialists, began a rearmament program designed to assert Italian control over the Mediterranean region.</p> <p>Similarly, in Germany resentment against the harsh terms of the Treaty of Versailles tainted public perceptions of the republican government established post-war. When the government printed massive amounts of currency to pay unreasonably high reparations, the result was hyperinflation and a growing sense of the government's incompetence. Only a deal struck with American banks to finance Germany's debts prevented a collapse, but when the Great Depression hit, support from U.S. banks ended, and Germans face crippling unemployment. In this environment, the National Socialist German Workers (Nazi) Party led by Adolf Hitler offered a radical alternative to the seemingly inept Weimar Republic. Hitler's magnetic personality and patriotic message, and the promise to control the rising communists made the Nazis popular, and</p>
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<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the outbreak of the Spanish Civil War and assess to what extent the intervention of foreign forces affected its outcome.</li> </ul>	<p>they eventually gained control of the Reichstag while Hitler was appointed chancellor.</p> <p>Hitler curbed rivals within the Nazi Party and suppressed labor unrest, while initiating programs of public works and a workers' corps to reduce unemployment. He also abrogated the Treaty of Versailles and partially funded German rearmament with funds confiscated from Jewish businesses and banks. By 1939, Germany had largely rearmed.</p> <p>In Spain, chronic conservatism was challenged by a coalition of republicans, moderate socialists, and communists. This Frente Popular sparked a conservative response from the Falange Espaniola, a fascist organization led by Francisco Franco. The resulting civil war saw international intervention on both sides, as fascists in Germany and Italy and communists in the Soviet Union sought to influence the outcome. In the end, the Falange was victorious and Franco established a fascist dictatorship.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>Duma</li> <li>hemophilia</li> <li>Battle of Tannenberg</li> <li>"People's Militia"</li> <li>abdication</li> <li>Soviets</li> <li>Petrograd Soviet</li> <li>moderate vs. radical socialists</li> <li>Bolsheviks</li> <li>Mensheviks</li> <li>"Revolutionary Defeatism"</li> <li>"Storming of the Winter Palace"</li> <li>Decree of Peace</li> <li>Treaty of Brest-Litovsk</li> <li>Decree on Land</li> <li>War Communism</li> <li>kulaks</li> <li>communist command economy</li> <li>bureaucracy</li> <li>Reichstag</li> <li>Chancellor</li> <li>President</li> <li>reparations</li> <li>welfare state</li> <li>Spartakus vs. Freikrops</li> <li>devaluation/hyperinflation</li> <li>German Workers Party</li> <li>sturmbteilung ("brownshirts")</li> <li>"Beer Hall Putsch"</li> <li>Dawes Plan</li> <li>Crash of the New York Stock Exchange</li> <li>Great Depression</li> <li>National Socialist (Nazi) Party</li> <li>"Aryan race"/"master race"</li> <li>"pure blood"</li> <li>untermenschen</li> <li>Anti-Semitism</li> </ul>	<p><b>Academic Vocabulary</b></p>

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| <ul style="list-style-type: none"> <li>• “black market”</li> <li>• “Lenin’s Famine”</li> <li>• New Economic Policy</li> <li>• Decree on Government</li> <li>• Council of People’s Commissars</li> <li>• Constituent Assembly</li> <li>• Cheka</li> <li>• “class enemies”</li> <li>• Red Terror</li> <li>• gulags</li> <li>• Russian Civil War</li> <li>• Red Army</li> <li>• Kronstadt Revolt</li> <li>• “Miracle of the Vistula”</li> <li>• Union of Soviet Socialist Republics (USSR/Soviet Union)</li> <li>• Foreign intervention/occupation</li> <li>• Communist International</li> <li>• General Secretary of the Communist Party</li> <li>• “Socialism in one country”</li> <li>• Five Year Plans</li> <li>• kolkhozy (collective farms)</li> <li>• “Stalin’s Famine”</li> <li>• Ukrainian Revolt</li> <li>• Production quotas</li> <li>• “Order of the Red Banner of Labor”</li> <li>• totalitarian state</li> <li>• cult of personality</li> <li>• NKVD</li> <li>• gulags (largest: Vorkuta)</li> <li>• “Great Purge”</li> <li>• “Trotskyites”</li> <li>• “trenchocracy”</li> <li>• Fasci di Combattimento</li> <li>• Fascism/Fascists</li> </ul> | <ul style="list-style-type: none"> <li>• lebensraum</li> <li>• “big lie”</li> <li>• “terror will always succeed...”</li> <li>• “Stab in the back” myth</li> <li>• November Criminals</li> <li>• Volksgemeinschaft</li> <li>• Election of 1932</li> <li>• Reichstag fire</li> <li>• Enabling Act</li> <li>• Schutzstaffel (“SS”) vs. SA</li> <li>• “Night of the Long Knives”</li> <li>• Fuhrer and Reich Chancellor</li> <li>• “Ein Volk, Ein Reich, Ein Fuhrer”</li> <li>• Propaganda</li> <li>• Hitler-Jugend</li> <li>• Reich Labor Corps</li> <li>• public works</li> <li>• Second Republic</li> <li>• Frente Popular</li> <li>• Republicans</li> <li>• Socialists/Communists</li> <li>• Falange Espaniola</li> <li>• foreign intervention</li> <li>• bombing of Guernica</li> <li>• Nicholas II</li> <li>• Alexandra</li> <li>• Alexei</li> <li>• Gregory Rasputin</li> <li>• Alexander Kerensky</li> <li>• V. I. Lenin</li> <li>• Leon Trotsky</li> <li>• V. I. Lenin</li> <li>• Nicholas II</li> <li>• Leon Trotsky</li> <li>• Joseph Stalin</li> <li>• Benito Mussolini</li> <li>• Victor Emmanuel III</li> </ul> |
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<ul style="list-style-type: none"> <li>• squadristi (“blackshirts”)</li> <li>• general strike</li> <li>• “March on Rome”</li> <li>• emergency powers</li> <li>• “Il Duce”</li> <li>• totalitarian state</li> <li>• “Corporate State”</li> <li>• public works</li> <li>• “Credere, Obbedire, Combattere”</li> <li>• Lateran Treaty</li> <li>• “Mare Nostro”</li> <li>• Invasion of Abyssinia (Ethiopia)</li> <li>• “Pact of Steel” (Axis)</li> <li>• German (Weimar) Republic</li> <li>• Benito Mussolini</li> <li>• Pius XI</li> <li>• Haile Selassie</li> <li>• Gustav Streseman</li> <li>• Adolf Hitler</li> <li>• Charles Dawes</li> <li>• Adolf Hitler, Mein Kampf</li> <li>• Paul von Hindenburg</li> <li>• Franz von Papen</li> <li>• Ernst Rohm</li> <li>• Heinrich Himmler</li> <li>• Joseph Goebbels</li> <li>• Alfonso XIII</li> <li>• Francisco Franco</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students’ mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value,</p>



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<p>assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Arendt, Hannah, <u><a href="#">The Origins of Totalitarianism</a></u>  Beevor, Antony, <u><a href="#">The Spanish Civil War</a></u>  Brinton, Crane, <u><a href="#">The Anatomy of Revolution</a></u>  Bullock, Alan, <u><a href="#">Hitler and Stalin, Parallel Lives</a></u>  Conquest, Robert, <u><a href="#">Stalin, Breaker of Nations</a></u>  Kissinger, Henry, <u><a href="#">Diplomacy</a></u>  Koestler, Arthur, <u><a href="#">Darkness at Noon</a></u>  Liulevicius, Vejas Gabriel, <u><a href="#">World War One: The Great War Lecture Notes</a></u> (from The Teaching Company lectures on CD)  Pipes, Richard, <u><a href="#">The Russian Revolution</a></u>  Radvinski, Edvard, <u><a href="#">The Last Tsar</a></u>  Shirer, William, <u><a href="#">The Rise and Fall of the Third Reich</a></u>  Waller, Sally, <u><a href="#">History for the IB Diploma: Imperial Russia, Revolutions, and the Emergence of the Soviet State 1853 - 1924</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Music: Historical background for works of music, music as a form of propaganda</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be</p>

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| <ul style="list-style-type: none"><li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li><li>• IB Extended Essay: Opportunities for Extended Essay topics</li><li>• IB Theory of Knowledge: Alternative interpretations of historical events; emotion as a way of knowing – experience of trauma; ethnicity and race</li></ul> | <p>successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p> |
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<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    <i>History</i></b>	
<b>Topic    <i>The Second World War and the European Holocaust</i></b> <p>The aggressive expansion of a rearmed Germany under the leadership of Adolf Hitler went largely unchecked by the western powers. Their pacifist tendencies stemmed from the horrors of the Great War and manifested themselves in a policy of appeasement that finally broke down when Germany invaded Poland. The unprepared western powers gave ground as Germany seized all of western Europe in a stunning display of technological and tactical superiority. The German momentum was only slowed by British victories in their home skies and in North Africa. But the turning point came in Germany's foolish invasion of the Soviet Union. The entry of the United States and its partnership with the British opened a second front against the Germans, who succumbed in May 1945. Civilians across Europe had been hard-hit by total war, but none more so than those identified by Adolf Hitler as subhuman. These were subjected to work camps and finally extermination, resulting in 11 million lives lost.</p>	<b>Pacing</b> <p>Weeks 33-35 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>The unwillingness of the United Kingdom and France to confront Germany combined with German technological and tactical superiority to produce a string of German victories at the outset of the war.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can define "appeasement," explain the circumstances that contributed to this policy, and evaluate its success.</li> <li>I can describe and evaluate the success of blitzkrieg as a tactical and strategic system for making war.</li> </ul>	<b>Content Elaborations</b> <p>As Adolf Hitler rearmed Germany, the British and French, desperate to avoid conflict that might escalate into a second Great War, did nothing to stop him. Even as Germany rearmed the Rhineland and took over Austria and Czechoslovakia, the western democracies only appeased Hitler. They finally drew the line with Germany's invasion of Poland, but none in the West was truly prepared for what the Germans unleashed: a new, mobile approach to fighting war that relied on airplanes, tanks, and mechanized infantry to strike so fast that their enemies could not organize a defense. This blitzkrieg allowed Germany to conquer western Europe in just 60 days of fighting in the spring of 1940.</p>

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<p><b>2. <i>A series of strategic errors and tactical failures blunted the German momentum and opened the possibility of an Allied victory.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the failure of Hitler's plan to invade the United Kingdom.</li> <li>• I can evaluate the performance of Axis forces in their invasions of North Africa and the Balkans.</li> <li>• I can evaluate the performance of the Soviet Union during the opening two years of the war and Hitler's decision-making in his invasion of the Soviet Union.</li> </ul>	<p>By summer of 1940 only Britain remained to fight Germany; the Soviet Union had entered into a non-aggression pact with the Germans. Hitler's plan to invade Britain relied on air power to crush British defenses and morale, but the Royal Air Force and resilience of the British civilians forced Hitler to give up this plan. In the meantime, Germany repeated its role of the Great War in taking over its ally's -- this time Italy's -- failed efforts in North Africa and the Balkans. These moves, taken by Hitler despite his generals' pleas not to do so, strained Germany's resources. His next move, also taken against his generals' will, did so even more: he ordered an invasion of the Soviet Union.</p>
<p><b>3. <i>The industrial might and sheer endurance of the Soviet Union combined with the entry of the world's preeminent economic power, the United States, to overwhelm the German war effort and produce an Allied victory.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can assess to what extent the Allied victory in Europe can be attributed to the efforts of the Soviet Red Army and civilian population.</li> <li>• I can describe the nature of the relationship between the Allies.</li> <li>• I can assess to what extent the Allied victory in Europe can be attributed to the efforts of the western Allies – especially the United States and United Kingdom.</li> <li>• I can describe the events that completed the Allied victory and assess to what extent they “set the stage” for the Cold War.</li> </ul>	<p>Despite being initially caught off-guard, the Soviets retrenched and staged a firm resistance to the German invasion. Hitler's decision to spread his invasion force across the front and his failure to mobilize non-Russian minorities assisted. But Soviet soldiers and civilians endured the worst of conditions to defeat the Germans at Stalingrad, regarded as the turning point of the war, and to overcome the siege of Leningrad. As the Soviets counterattacked, they could count the largest toll of war dead, but their role was decisive in the Allied victory.</p>
<p><b>4. <i>Total war had brought unprecedented suffering for civilians but especially those who were targeted by Adolf Hitler as subhuman; these were sent to work camps and finally exterminated by the millions in an act of genocide.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can state the reasons why the victims of the Holocaust were targeted by Adolf Hitler and explain how they were denied citizenship rights within Germany.</li> <li>• I can describe the process by which Adolf Hitler attempted to eliminate those whom he targeted during the Holocaust.</li> </ul>	<p>In the west, the Americans (who joined the war in 1941) and the British entered into a full partnership; their relations with the Soviets were more strained. In partial fulfillment of a promise to open a second front, they invaded North Africa and Italy, but the decisive operations were a cross-Channel invasion of occupied France at Normandy and a campaign of strategic bombing. As German resistance crumbled, the Allies liberated western Europe, while the Soviets occupied eastern Europe. This became the basis for the Cold War rivalry that emerged postwar.</p> <p>Hitler had identified the Germans as a “master race” and designated Jews and Slavs as <i>untersmenschen</i> -- subhuman. Other “unwanted peoples” were also targeted by Hitler for elimination to prevent the mixing of German blood with “impure” blood. Initially, measures taken by the Nazis were designed to deprive targeted peoples of legal rights and separate them from the general population, but soon labor camps were established to work their victims to death. When the pace of this process proved too slow, extermination squads and camps were created. In all, Hitler's Holocaust resulted in 11 million deaths before the Allied armies ended it.</p>

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Content Vocabulary	Academic Vocabulary
<ul style="list-style-type: none"> <li>• Appeasement</li> <li>• Locarno Pact</li> <li>• pacifism</li> <li>• disarmament</li> <li>• rearmament</li> <li>• remilitarization of the Rhineland</li> <li>• Siegfried Line</li> <li>• Anschluss</li> <li>• Plebiscite</li> <li>• Munich Conference/ “Rape of Munich”</li> <li>• Nazi-Soviet Non-Aggression Pact</li> <li>• Anglo-French guarantee of Poland</li> <li>• invasion of Poland</li> <li>• sitzkrieg</li> <li>• blitzkrieg</li> <li>• Luftwaffe</li> <li>• tactical bombing</li> <li>• airborne assault/paratroops</li> <li>• armored assault</li> <li>• mechanized infantry</li> <li>• Maginot Line</li> <li>• “Miracle of Dunkirk”</li> <li>• Vichy France</li> <li>• Operation Sea Lion</li> <li>• Battle of Britain</li> <li>• Royal Air Force (RAF)</li> <li>• RADAR</li> <li>• strategic vs. terror bombing</li> <li>• Afrika Korps</li> <li>• Sherman tank</li> <li>• Battle of el Alamein</li> <li>• Operation Torch</li> <li>• Winter War</li> <li>• occupation of the Baltic States</li> <li>• Operation Barbarossa</li> </ul>	<ul style="list-style-type: none"> <li>• Operation Cobra</li> <li>• liberation of Paris</li> <li>• Soviet occupation of Eastern Europe</li> <li>• Ardennes Offensive</li> <li>• Battle of the Bulge</li> <li>• Battle of Berlin</li> <li>• Volkssturm</li> <li>• meeting at the Elbe</li> <li>• V-E Day</li> <li>• untermenschen</li> <li>• “Aryan race”/”master race”</li> <li>• “pure blood”</li> <li>• eugenics/euthanasia</li> <li>• Gypsies “an unwanted nation”</li> <li>• “conspirators against the state”</li> <li>• Nuremburg Laws on Reich</li> <li>• Citizenship Nuremburg Laws for Protection of German Blood &amp; German Honor</li> <li>• Kristallnacht</li> <li>• Occupation of Poland</li> <li>• Warsaw Ghetto</li> <li>• Warsaw Ghetto Uprising</li> <li>• “Final Solution”</li> <li>• labor camps</li> <li>• Einsatzgruppen/”death squads”</li> <li>• Babi Yar massacre</li> <li>• extermination camps</li> <li>• Auschwitz-Birkenau</li> <li>• Treblinka</li> <li>• Nuremburg Tribunals</li> <li>• Adolf Hitler</li> <li>• Winston Churchill</li> <li>• Kurt von Schuschnigg</li> <li>• Adolf Hitler</li> <li>• Winston Churchill</li> </ul>

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<ul style="list-style-type: none"> <li>• strategy of the “Scorched Earth”</li> <li>• Battle of Khalkin Gol</li> <li>• Siege of Leningrad</li> <li>• Battle of Stalingrad</li> <li>• Battle of Kursk</li> <li>• “Second Front” debate</li> <li>• “Soft Underbelly of Europe”</li> <li>• “Arsenal of Democracy”</li> <li>• Lend-Lease Act</li> <li>• U. S. – British convoy system</li> <li>• “shoot on sight” order</li> <li>• Atlantic Charter</li> <li>• Operation Husky</li> <li>• Italian Campaign</li> <li>• strategic bombing campaign</li> <li>• Operation Overlord</li> <li>• Battle of Normandy</li> <li>• hedgerows</li> </ul>	<ul style="list-style-type: none"> <li>• Neville Chamberlain</li> <li>• Joseph Stalin</li> <li>• Vidkun Quisling</li> <li>• Philippe Pétain</li> <li>• Erwin Rommel</li> <li>• Bernard Montgomery</li> <li>• Georgy Zhukov</li> <li>• Friedrich Paulus</li> <li>• Franklin D. Roosevelt</li> <li>• Winston Churchill</li> <li>• Dwight D. Eisenhower</li> <li>• Benito Mussolini</li> <li>• Bernard Montgomery</li> <li>• Erwin Rommel</li> <li>• George Patton</li> <li>• Anthony MacAuliffe</li> <li>• Adolf Hitler, Mein Kampf</li> </ul>
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students’ mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that</p>

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<p>terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Ambrose, Stephen, <u><a href="#">Citizen Soldiers</a></u>  Berenbaum, Michael, <u><a href="#">The World Must Know</a></u>  Chang, Iris, <u><a href="#">The Rape of Nanking</a></u>  Churchill, Winston, <u><a href="#">The Second World War</a></u>  Hastings, Max, <u><a href="#">Overlord</a></u>  Keegan, John, <u><a href="#">The Mask of Command</a></u>  Keegan, John, <u><a href="#">Six Armies in Normandy</a></u>  Kissinger, Henry, <u><a href="#">Diplomacy</a></u>  Levi, Primo, <u><a href="#">Survival at Auschwitz</a></u>  Litvin, Nikolai, <u><a href="#">800 Days on the Eastern Front</a></u>  Manchester, William, <u><a href="#">The Last Lion</a></u>  Manchester, William, <u><a href="#">The Glory and the Dream</a></u>  Murray, Williamson, and Millett, Allan, <u><a href="#">A War to Be Won</a></u>  Overy, Richard, <u><a href="#">Why the Allies Won</a></u>  Shirer, William, <u><a href="#">The Rise and Fall of the Third Reich</a></u>  Weinberg, Gerhard, <u><a href="#">A World at Arms</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<b>Integrations</b> <ul style="list-style-type: none"><li>• IB Literature: Historical background for works of literature; writing analytical essays</li><li>• IB Design Technology: Technologies of conquest and genocide</li><li>• IB Music: Historical background for works of music, music as a form of propaganda</li><li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li><li>• IB Extended Essay: Opportunities for Extended Essay topics</li><li>• IB Theory of Knowledge: Alternative interpretations of historical events; emotion as a way of knowing – experience of trauma; ethnicity and race</li></ul>	<b>Intervention Strategies</b> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>
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## IB History SL/HL (Year One)

<b>Theme</b> <p>A working knowledge of European history is the essential point of entry into a study of World History because it introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of IB History SL/HL Year One are to develop (a) an understanding of some of the principal themes in European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.</p>	
<b>Strand    History</b>	
<b>Topic    <i>The Cold War and the Era of the Cold War</i></b> <p>In the wake of the Second World War, the Soviet Union occupied Eastern Europe and western Europe was free to determine its own destiny, having been liberated by the Americans and British. The Soviets' determination to consolidate their holdings in eastern Europe combined with an ideological divide to produce the Cold War, a 46-year period of elevated tensions. The United States and their western allies were determined to use economic (and if necessary military) might to contain Soviet expansion, while the Soviets were determined not to allow any of their eastern European satellites to slip away. The specter of nuclear war hung over Europe and all of the world. Only a severe economic decline forced internal reforms in the Soviet Union that were accompanied by an end to the nuclear arms race and the occupation of eastern Europe. In the meantime, European powers had abandoned their colonies in Africa and Asia and instead focused on building an internal trade network that evolved into the European Union.</p>	<b>Pacing</b> <p>Weeks 36-38 of Year One</p>
<b>Content Statement</b> <p><b>1. <i>The Cold War began with the Soviets' determination to consolidate their occupations of Eastern Europe and the Americans' determination to contain the Soviets.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can examine the factors that contributed to the outbreak of the Cold War.</li> <li>I can define "containment" and assess to what extent this strategy worked for the United States during the early years of the Cold War.</li> <li>I can explain how Berlin became the focus of the Cold War confrontation in Europe.</li> </ul>	<b>Content Elaborations</b> <p>With eastern Europe occupied by the Soviet Union and western Europe by the Americans and British, the Allied leaders agreed at the Yalta Conference to withdrawal of occupying armies and the conduct of free elections by the end of 1946. The Soviets' refusal to follow through with these agreements and instead to consolidate power in eastern Europe sparked the Cold War.</p> <p>The Americans were determined to "contain" communism within the countries where it already existed. A series of policy decisions led to economic aid first for Greece and Turkey and then for all of western Europe on the Marshall Plan. This aid rebuilt western Berlin as it did the rest of western Europe. The Soviets sought to force the Allies to give up west Berlin through a blockade, but the</p>

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<ul style="list-style-type: none"> <li>I can describe the Cold War alliance system.</li> </ul> <p><b>2. During the 1960s, Soviet leadership was determined to keep control of eastern Europe and sought to maintain parity with the United States economically and especially militarily.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can evaluate the leadership of Nikita Khrushchev.</li> <li>I can assess to what extent the efforts of the Soviet Union to maintain control of Eastern Europe were successful.</li> <li>I can describe the nuclear arms race and evaluate the strategies of the U.S. and Soviet Union during the arms race.</li> </ul> <p><b>3. Economic stagnation brought a need for reform to the Soviet Union, and Mikhail Gorbachev initiated reforms that included the end of the arms race and withdrawal from eastern Europe.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can describe the problems that confronted the Soviet Union during the 1970s and 1980s.</li> <li>I can evaluate the policies introduced by Mikhail Gorbachev in an effort to address the problems faced by the Soviet Union.</li> <li>I can describe the results of the Soviet military withdrawal from Eastern Europe.</li> </ul> <p><b>4. Gorbachev's reforms led to the collapse of communism and the rise of a democratic capitalist state, but Russia struggled both politically and economically.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can explain the events that led to the collapse of the Soviet Union.</li> <li>I can examine the post-Soviet conditions of Russia.</li> </ul> <p><b>5. During the era of the Cold War, European countries' trade focus turned from colonies in Africa and Asia toward creating a European trading bloc; this evolved into the European Union.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can examine the process by which European powers left their colonies</li> </ul>	<p>Americans broke this via an airlift. In the wake of these events, the sides became entrenched into alliances -- NATO and the Soviet-dominated Warsaw Pact.</p> <p>The secretive, yet confrontational approach of Joseph Stalin had been a major contributor to the Cold War's onset, and while his successor, Nikita Khrushchev, pledged to "de-Stalinize" the Soviet Union and did allow greater openness with the west, the confrontation continued. The Soviets brutally suppressed an anti-communist uprising in Hungary and forged a strategic relationship with Cuba. Khrushchev also "saber-rattled" with U. S. President John F. Kennedy over Berlin. Soviet success in the space race enabled them to develop an ICBM to deliver a direct nuclear strike on the U. S., and American technology soon caught up; a nuclear arms race ensued, in which both sides sought to "deter" the other from launching a nuclear attack by maintaining a large enough arsenal to guarantee that both sides would lose a nuclear war. This frightening strategy worked, despite close calls.</p> <p>But the Soviet Union was suffering from internal problems that it managed to largely hide from the rest of the world. So much of its national wealth was tied up in military expenditures that little remained to maintain basic infrastructure. The quality of Soviet-made goods was poor and the manufacturing process inefficient due to the centrally-planned economy; these forced down the value of Soviet currency and opened a highly-trafficked "black market." This "period of stagnation" was presided over by Leonid Brezhnev, whose death (and that of his immediate successors) left it to the younger Mikhail Gorbachev to fix. Gorbachev instituted a program of reforms designed to introduce openness, some elements of a market economy, and competitive elections -- all designed to save the Soviet Union. To reduce military expenditures, he also withdrew Soviet forces from eastern Europe, and a wave of democratic, mostly peaceful revolutions swept across the continent; Germany was reunited, but Yugoslavia collapsed into a bloody ethnically-inspired civil war.</p> <p>Gorbachev also entered negotiations with U. S. President Ronald Reagan to end the nuclear arms race, and even granted independence to the Baltic States. These moves outraged Soviet hard-liners, who staged a coup d'état in August 1991. Though the coup was defeated, the forces that Gorbachev had</p>
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<p>in Africa and Asia.</p> <ul style="list-style-type: none"> <li>I can examine the process by which the European Union was founded and expanded.</li> </ul>	<p>unleashed caused the Soviet Union to disintegrate. Russia since then has seen a crash-course in democracy and market capitalism that has engendered corruption; Russia has also faced ethnic tension and terrorism originating in Chechnya.</p> <p>During the period of the Cold War, European imperial powers gradually withdrew from their colonies in Africa, Asia, and the Pacific. This process was sometimes accompanied by violence, as in France's withdrawal from Indochina and Algeria. In other cases, violence followed decolonization, as in Palestine, India, and sub-Saharan Africa. In all cases, Europeans left a legacy that was mixed.</p> <p>At the same time, the Europeans initiated a process designed to reduce trade barriers and create a free trade bloc. The initial economic community proved successful in improving European competitiveness, and as more countries joined, it evolved into a European Union with unified currency and policy-making bodies.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>Yalta Conference</li> <li>Declaration of Liberated Europe</li> <li>"Warsaw" vs. "London" Poles</li> <li>United Nations</li> <li>"Iron Curtain"</li> <li>Communist Bloc</li> <li>Containment</li> <li>Truman Doctrine</li> <li>UN Recovery and Relief Administration</li> <li>European Recovery Program/ "Marshall Plan"</li> <li>COMECON/"Molotov Plan"</li> <li>coup in Czechoslovakia</li> <li>Potsdam Conference</li> <li>Allied occupation of Germany</li> <li>"Marshall Plan" and</li> <li>Union Treaty</li> <li>August Coup</li> <li>Commonwealth of Independent States</li> <li>"shock therapy"</li> <li>"kleptocracy"</li> <li>Chechnyan wars and terrorism</li> <li>Statute of Westminster</li> <li>Commonwealth of Nations</li> <li>Indian National Congress</li> <li>Partition of India</li> <li>Partition of Palestine</li> <li>Israeli War of Independence</li> <li>Suez Crisis</li> <li>Indochina War</li> <li>Battle of Dien Bien Phu</li> <li>Algerian War</li> <li>European Coal and Steel</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>assess to what extent</li> <li>define</li> <li>describe</li> <li>evaluate</li> <li>examine</li> <li>explain</li> </ul>

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<ul style="list-style-type: none"> <li>reestablishment of German currency</li> <li>• Berlin Blockade</li> <li>• Berlin Airlift/"Operation Vittles"</li> <li>• Vienna Summit</li> <li>• Berlin Wall</li> <li>• North Atlantic Treaty/NATO</li> <li>• Warsaw Pact</li> <li>• Destalinization</li> <li>• "Kitchen Debate"</li> <li>• Sputnik</li> <li>• Cuban Revolution</li> <li>• U-2 Affair</li> <li>• Bay of Pigs Invasion</li> <li>• Vienna Summit/Berlin Wall</li> <li>• Cuban Missile Crisis</li> <li>• "hare-brained schemes"</li> <li>• "Separate Paths to Socialism"</li> <li>• Hungarian Revolt</li> <li>• "Prague Spring"</li> <li>• Warsaw Pact invasion</li> <li>• Brezhnev Doctrine</li> <li>• ICBM</li> <li>• Nuclear Deterrence</li> <li>• "massive retaliation"</li> <li>• "Mutual Assured Destruction"</li> <li>• Strategic Arms Limitation Treaty</li> <li>• "Era of Stagnation"</li> <li>• centrally-planned economy</li> <li>• central planning bureaus</li> <li>• "black market" economy</li> <li>• infrastructure disintegration</li> <li>• invasion of Afghanistan</li> <li>• Glasnost</li> <li>• Perestroika</li> <li>• market reforms</li> </ul>	<ul style="list-style-type: none"> <li>Community</li> <li>• Treaty of Rome</li> <li>• European Common Market/ European Economic Community</li> <li>• Value-Added Tax (V.A.T.)</li> <li>• Maastricht Treaty</li> <li>• European Union</li> <li>• Euro</li> <li>• European Constitution (rejected)</li> <li>• Franklin D. Roosevelt</li> <li>• Joseph Stalin</li> <li>• Winston Churchill, "Iron Curtain" speech</li> <li>• George Kennan, "The Sources of Soviet Conduct"</li> <li>• Harry Truman</li> <li>• Markos</li> <li>• George Marshall</li> <li>• Vyacheslav Molotov</li> <li>• Harry Truman</li> <li>• Dwight D. Eisenhower</li> <li>• Nikita Khrushchev, "Secret Speech"</li> <li>• John F. Kennedy</li> <li>• Fidel Castro</li> <li>• Imre Nagy</li> <li>• Leonid Brezhnev</li> <li>• Alexander Dubcek</li> <li>• Richard Nixon</li> <li>• Mikhail Gorbachev</li> <li>• Boris Yeltsin</li> <li>• Ronald Reagan</li> <li>• Lech Walsea</li> <li>• Margaret Thatcher</li> <li>• John Paul II</li> <li>• Alexander Dubcek</li> <li>• Vaclav Havel</li> </ul>	
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<ul style="list-style-type: none"> <li>• Demokratizatsiya</li> <li>• Intermediate Nuclear Forces Treaty</li> <li>• Strategic Arms Reduction Treaty</li> <li>• withdrawal from Eastern Europe</li> <li>• Solidarity</li> <li>• free elections in Poland</li> <li>• “Velvet Revolution”</li> <li>• Romanian Revolution</li> <li>• Reunification of Germany</li> <li>• Croatian War of Independence</li> <li>• Kosovo War</li> <li>• Bosnian War</li> <li>• Dayton Peace Accords/IFOR</li> <li>• “hardliners”</li> <li>• Nicolae Ceaucescu</li> <li>• Helmut Kohl</li> <li>• Josip Tito</li> <li>• Gennady Yanayev</li> <li>• Boris Yeltsin</li> <li>• Vladimir Putin</li> <li>• Mohandas Gandhi</li> <li>• Muhammad Ali Jinnah</li> <li>• Gamel Abdel Nasser</li> <li>• Ho Chi Minh</li> <li>• Charles de Gaulle</li> <li>• Winston Churchill</li> <li>• Robert Schuman</li> <li>• Charles de Gaulle</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students’ mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources,</p>

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<p>information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u><a href="#">A History of the Modern World Tenth Edition</a></u>  Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u><a href="#">Sources of Western Society</a></u>  Davies, Norman, <u><a href="#">Europe: A History</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Brzezinski, Zbigniew, <u><a href="#">Out of Control: Global Turmoil on the Eve of the 21st Century</a></u>  Gaddis, John Lewis, <u><a href="#">The Cold War: A New History</a></u>  Gorbachev, Mikhail, <u><a href="#">Perestroika</a></u>  Kennedy, Robert, <u><a href="#">Thirteen Days</a></u>  Kissinger, Henry, <u><a href="#">Diplomacy</a></u>  Manchester, William, <u><a href="#">The Glory and the Dream</a></u>  Schell, Jonathan, <u><a href="#">The Unconquerable World</a></u>  Solzhenitsyn, Aleksandr, <u><a href="#">The Gulag Archipelago</a></u>  Todd, Allan, <u><a href="#">History for the IB Diploma: The Cold War</a></u>  Todd, Allan, <u><a href="#">History for the IB Diploma: The Soviet Union and Eastern Europe 1924 - 2000</a></u>  von Rauch, Georg, <u><a href="#">A History of Soviet Russia</a></u>  Zubok, Vladislav, <u><a href="#">A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</a></u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>IB Literature: Historical background for works of literature; writing analytical essays</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam papers is probably the most important intervention</p>

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- IB Economics: Command economy and market economy; world trade
- IB Design Technology: Technologies of conquest
- IB Music: Historical background for works of music, music as a form of propaganda
- IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda
- IB Extended Essay: Opportunities for Extended Essay topics
- IB Theory of Knowledge: Alternative interpretations of historical events; how individuals and societies manage risk

needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups/review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.

## IB History SL/HL (Year Two)

<b>Theme</b>  Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.	
<b>Strand    History</b>	
<b>Topic    Historiography</b>  As noted at the start of Year One, the discipline of history is made complex by its reliance on human sources which are incomplete and imperfect. Bias and perspective (point of view) influence individual accounts of historic events, which forces the historian to pursue multiple sources as he/she attempts to explain "what happened." The work of historians begins with an attempt to develop an understanding of "the facts" to serve as a basis from which to critically interpret, analyze, and evaluate sources based upon context. This process gives way to a synthesis of historical knowledge and knowledge gained from sources to produce a reasoned argument. This argument must be presented in writing that follows a logical sequence and includes properly documented and cited references. This is the work of the historian; its components are addressed explicitly and in an extended way in Year Two of the course.	<b>Pacing</b>  Weeks 1-4 of Year Two, but the Historiography concepts and skills, though introduced at the beginning of the course, will be present and constantly referenced throughout the course.
<b>Content Statement</b>  <b>1.    <i>The work of the historian starts with his/her foundational knowledge of historical events and people, ideas and institutions, and of historical processes; selecting what is relevant from this reservoir of knowledge, the historian constructs a sense of historical context which allows him/her to properly understand new information derived from primary and secondary sources.</i></b>	<b>Content Elaborations</b>  History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.



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### Learning Targets:

- I can recall and select relevant historical knowledge.
- I can demonstrate an understanding of historical context.
- I can demonstrate an understanding of historical processes: cause and effect; continuity and change.
- I can understand historical sources.
- I can deploy detailed, in-depth knowledge.
- I can demonstrate knowledge and understanding of a specific historical topic.

2. *The historian then assembles foundational knowledge and knowledge gained from sources to begin to address an important historical question or advance an important historical argument; knowledge is marshaled to serve as a growing body of evidence from which answers or theses may be developed.*

### Learning Targets:

- I can apply historical knowledge as evidence.
- I can show awareness of different approaches to, and interpretations of, historical issues and events.
- I can compare and contrast historical sources as evidence.
- I can present a summary of evidence.

3. *Once a body of evidence has been assembled, the historian examines each item through a more critical lens to detect the influence of bias, perspective (point-of-view), interest, audience, purpose, and nuance; he/she reinterprets the evidence based upon this examination and begins to look for patterns and formulate a response to a question or to advance an argument.*

### Learning Targets:

- I can evaluate different approaches to, and interpretations of, historical issues and events.
- I can evaluate historical sources as evidence.
- I can evaluate and synthesize evidence from both historical sources and background knowledge.
- I can develop critical commentary using the evidence base.

Students in IB History SL/HL will learn how the discipline works. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts, and fosters an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national traditions.

The content of the course is intrinsically interesting and it is hoped that many students who follow it will become fascinated with the discipline, developing a lasting interest in it, whether or not they continue to study it formally. The international perspective in this course provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

This course aims to encourage the systematic and critical study of human experience and behavior, physical, economic and social environments, and the history and development of social and cultural institutions. Students will develop the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society, based upon a thorough collection, description and analysis of data. This process is essential to their understanding of history as a discipline, and the nature and diversity of its sources, methods and interpretations.

This course will cultivate students' understanding of the present through critical reflection upon the past, encourage an understanding of the impact of historical developments at national, regional and international levels, and

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<ul style="list-style-type: none"> <li>• I can synthesize by integrating evidence and critical commentary.</li> <li>• I can present an analysis of a summary of evidence.</li> </ul> <p><b>4. The work of the historian culminates in his/her written response to whatever historical question was being investigated/historical argument was being advanced; this process often requires research and therefore proper citation of sources, and it requires attention to detail in structuring the written work. It may provide opportunities to speak to broad theories that may be advanced in an effort to understand history.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate the ability to structure an essay answer, using evidence to support relevant, balanced and focused historical arguments.</li> <li>• I can demonstrate evidence of research skills, organization and referencing.</li> <li>• I can explain and suggest solutions to the pitfalls involved in writing history.</li> <li>• I can define and evaluate various theories of history.</li> </ul>	<p>encourage them to develop an awareness of their own historical identity through the study of the historical experiences of different cultures, including their own.</p> <p>The skills and methods of history will be developed and demonstrated by students throughout the course through the examination of primary and secondary sources within a historical context gained through intensive study. Students will generate well-reasoned spoken and written historical arguments that synthesize source data and historical facts to support their theses.</p> <p>The culmination of this learning, however, will be the Historical Investigation, an Internal Assessment developed by the International Baccalaureate Organization. The historical investigation is a problem-solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The Historical Investigation allows for flexibility and should encourage students to use their own initiative. The emphasis must be on a specific historical inquiry that enables the student to develop and apply the skills of a historian by selecting and analyzing a good range of source material and managing diverse interpretations. The activity demands that students search for, select, evaluate and use evidence to reach a relevant conclusion.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• historiography</li> <li>• “Great Man” Theory</li> <li>• Grand Theory</li> <li>• determinism</li> <li>• economic determinism</li> <li>• Marxism</li> <li>• History repeats itself</li> <li>• History as propaganda</li> <li>• critical studies</li> <li>• feminist history</li> <li>• “People’s” history</li> <li>• Chaos Theory</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• apply</li> <li>• compare and contrast</li> <li>• critical</li> <li>• evaluate</li> <li>• evidence</li> <li>• historical argument</li> <li>• historical investigation</li> <li>• historical knowledge</li> <li>• historical context</li> <li>• historical processes</li> <li>• integrate</li> <li>• interpret</li> <li>• primary source</li> <li>• recall</li> <li>• secondary source</li> <li>• summarize</li> <li>• synthesize</li> </ul>

## IB History SL/HL (Year Two)

<p><b>Formative Assessments</b></p> <p>Assessment of students' mastery of historiography will be ongoing; it will be inherent in students' formative and summative assessment work, and the instructor must provide constant feedback in order to reinforce or adjust students' practice of historiography. However, in preparation for the Historical Investigation, the instructor will assign exercises that require students to practice the specific skills that are to be applied to the Historical Investigation. Like formative assessment assignments in the rest of the course, these exercises will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the draft of the Historical Investigation is submitted to the teacher for feedback. Formative assessment is ongoing during the Historical Investigation. The research question itself should be developed in collaboration between the instructor and each student.</p> <p>IB regulations, however, limit the amount of formative feedback may be provided by the instructor during the writing of the Historical Investigation. This type of feedback may only be provided in response to one draft of the final report, but it is suggested that both peers and the instructor provide feedback on this draft, using the assessment rubric provided by the IB Organization.</p>	<p><b>Summative Assessments</b></p> <p>The summative assessment for this unit is the final draft of the Historical Investigation, which includes the following sections: (A) Plan of the Investigation; (B) Summary of Evidence; (C) Evaluation of Sources; (D) Analysis; (E) Conclusion; (F) Bibliography. The IB Organization provides an assessment rubric for all sections.</p>
<p><b>Resources</b></p> <p>Commager, Henry Steele, <u><a href="#">The Nature and Study of History</a></u>          Fordham University, The Internet History Sourcebook Project  <a href="http://www.fordham.edu/halsall/">http://www.fordham.edu/halsall/</a>          International Baccalaureate Organization. <u><a href="#">History Course Guide</a></u>          International Baccalaureate Organization Online Curriculum Center          Reference and User Services Association, Using Primary Sources on the Web  <a href="http://www.ala.org/rusa/sections/history/resources/pubs/usingprimarysources">http://www.ala.org/rusa/sections/history/resources/pubs/usingprimarysources</a></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and</p>

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<p>Tuchman, Barbara, <a href="#">Practicing History</a></p> <p>U. S. National Archives, Teaching with Documents <a href="http://www.archives.gov/education/lessons/">http://www.archives.gov/education/lessons/</a></p> <p>Wide-Open Education, 100 Terrific Sites to Find Primary Sources on the Web <a href="http://www.bachelorsdegreeonline.com/blog/2009/100-terrific-sites-to-find-primary-source-history-documents/">http://www.bachelorsdegreeonline.com/blog/2009/100-terrific-sites-to-find-primary-source-history-documents/</a></p>	<p>flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students who wish a greater challenge in their Historical Investigation may choose a more complex or unfamiliar topic and/or examine a broader or more atypical set of evidence.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Theory of Knowledge: Alternative interpretations of historical events; theories in history</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam paper is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups / review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b> <p>Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.</p>	
<b>Strand    History</b>	
<b>Topic    The Cold War</b> <p>The Cold War had begun even as the Second World War ended; the occupation of eastern Europe by the Soviets and the determination of the western democracies to prevent further Soviet expansion ignited a 40-year rivalry that brought armed conflict to regions far from the original "front" in central Europe, and brought the world to the brink of nuclear war. The internal politics of the Soviet Union shaped this rivalry as much as any other factor; the internal crisis brought on by the Soviet effort to maintain its Cold War footing in the face of escalating pressure from the West and from within its own empire ultimately brought it to an end.</p>	<b>Pacing</b> <p>Weeks 5-9 of Year Two</p>
<b>Content Statement</b> <p><b>1. <i>The onset of the Cold War was characterized by direct through nonviolent confrontation between the Soviet Union and the western democracies; even the death of Joseph Stalin and the rise of a seemingly more reasonable successor, Nikita Khrushchev, did not reduce this condition of ongoing confrontation.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can discuss the causes of the Cold War.</li> <li>I can outline the events of the Cold War during the era of Joseph Stalin.</li> </ul>	<b>Content Elaborations</b> <p>The occupation of eastern Europe by the Soviet Union and the commitment of the western democracies to see all of Europe liberated following the horror of Nazi tyranny, combined with the Soviet desire to secure their western border and find parity with the U. S. in atomic weapons contributed most to the outbreak of the Cold War. In its early years, the Cold War saw the Soviet Union consolidate its military and political control over eastern Europe, while the division of Germany and its capital, Berlin, focused attention on controlling both. Determined western efforts to build the German economy and aggressive Soviet efforts to force the western powers out of Berlin gave rise to</p>

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- I can describe how Nikita Khrushchev came to power and explain why some expected his leadership to produce less confrontation than that which had characterized Stalin's reign.
- I can assess to what extent Khrushchev succeeded in his policy of "de-Stalinization."
- I can assess to what extent Khrushchev following through on his promise of "peaceful coexistence."
- I can evaluate Khrushchev's management of the Soviet Union's eastern European empire in light of his promise of "separate/national paths to socialism."
- I can evaluate Khrushchev's management of Soviet relations with communist countries outside of Europe.
- I can examine how the improvement of nuclear weapons and the means to deliver them altered the nature of the Cold War.
- I can evaluate western policy (especially U.S.) responses to Soviet initiatives and to the growing threat of nuclear war.
- I can discuss the leadership exhibited by both the U.S. and the Soviet Union during the Cuban Missile Crisis.
- I can explain why Nikita Khrushchev was eventually forced from power.

2. ***While the Cold War superpowers came to see the world as a bipolar battleground, nationalists across the globe sought to separate themselves from a world system dominated by Soviet and American interests; this led to the establishment of the Non-Aligned movement.***

### **Learning Targets:**

- I can describe how American and Soviet efforts to gain or maintain influence affected the internal politics of countries in the Middle East, Asia, and Latin America.
- I can explain the goals of the Non-Aligned Movement, identify its members, and assess the extent to which they succeeded in shielding themselves from U.S. and Soviet influence.

3. ***Khrushchev's eventual successor, Leonid Brezhnev, terminated the liberal reforms of his predecessor, and was determined to suppress dissent inside the Soviet Union and eastern Europe, but was agreeable to overtures by U.S. President Richard Nixon that led to less confrontational***

repeated conflict and confrontation, leading to the emergence of permanent alliances - NATO and later the Warsaw Pact -- and the policy of the U. S. to "contain" communism, especially through economic support to its allies.

The death of Stalin and rise of Nikita Khrushchev gave hope for less confrontational relations, as Khrushchev denounced Stalin's internal suppression of dissent and his aggressive foreign policy. Khrushchev counseled patience and "peaceful coexistence" among the Cold War powers, with the intention to restore equilibrium and wait out the historically inevitable collapse of capitalism. He even visited the United States. But Khrushchev was not willing to tolerate division within the Soviet bloc, and while he preached "separate paths to socialism," and allowed modest reforms in Poland, he sent Soviet troops to crush a reform movement in Hungary. Khrushchev was an opportunist who took advantage of American blunders to, for example, forge a strategic partnership with Cuba and humiliate the U. S. over the loss of a U-2 spy plane over the Soviet Union.

In the meantime, both sides had engaged their scientists in a race to develop more lethal nuclear weapons and more sophisticated and sure methods to deliver them. The Soviet launch of Sputnik opened the era of ICBM warfare, but American ICBM technology soon surpassed the Soviets'. The idea of deterrence -- that the best defense against a potential nuclear attack was the ability to guarantee that the initiator of the attack would also be destroyed -- supplemented both sides' policies, but the willingness to push one's opponent to the brink nearly plunged the world into nuclear war, as seen in the Cuban Missile Crisis. Khrushchev's role in this crisis, as well as his flawed domestic policies and brash posturing, led to his removal from power and replacement, ultimately, by Leonid Brezhnev.

In the meantime, both sides in the Cold War regarded the rest of the world, particularly the developing world, as targets for influence. Both sides wished to "recruit" new allies and block the expansion of their rival's influence into new regions. This led to economic, political, and sometimes military intervention to remove governments and leaders who were not supportive of Cold War powers' goals. This led to the rise of the Non-Aligned movement, led by countries like Yugoslavia, India, and Indonesia, who hoped to prevent themselves from becoming pawns in the global geopolitical struggle.



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*relations with the West. This period of détente, however, was short-lived.*

### Learning Targets:

- I can describe how toleration of dissent changed after Brezhnev took power.
- I can evaluate Brezhnev's management of the Soviet Union's eastern European empire.
- I can assess to what extent détente reduced tensions between the Soviet Union and the West and reduced the threat of nuclear war.
- I can analyze the failure of détente and its consequences for both sides in the Cold War.

#### 4. *The internal problems of the Soviet Union created unsustainable political and economic conditions that inspired reforms put forward by Mikhail Gorbachev; these reforms, however, set in motion a revolution that Gorbachev could not control and which led to the collapse of the Soviet Union and the end of the Cold War.*

### Learning Targets:

- I can assess to what extent the economic stagnation of the Soviet Union during the 1960s and 1970s was a product of the centrally-planned command economy.
- I can describe and evaluate the internal reform policies implemented by Mikhail Gorbachev.
- I can evaluate Gorbachev's management of the Soviet Union's empire in eastern Europe and describe the consequences of the Soviet withdrawal for eastern Europe.
- I can explain how the interaction between Gorbachev and Ronald Reagan led to the end of the nuclear arms race.
- I can analyze the collapse of the Soviet Union and discuss the state of post-Soviet Russia.

As Leonid Brezhnev took power in the Soviet Union, he rolled back many of the liberalizations that had been undertaken by Khrushchev. Dissent was again aggressively suppressed and the Soviet economy was increasingly subject to central planning. Brezhnev was equally swift to suppress dissent in eastern Europe, calling forth Warsaw Pact forces to crush the "Prague Spring" reform movement in Czechoslovakia. His "Brezhnev Doctrine" reserved the right of the Soviet and allied states to intervene to preserve socialist governments. Despite his conservative tendencies, however, Brezhnev was open to a relaxation of tensions between the Soviet Union and the U. S.

The opportunity for such relaxation was presented by Richard Nixon, and the resulting détente produced a nuclear arms limitation treaty. But conflict over influence in the Middle East, the Soviet invasion of Afghanistan, and the election of determined Cold-Warrior Ronald Reagan ended détente.

By now, the Soviet Union was suffering from widespread internal problems. Military spending left too few resources to maintain infrastructure, and the centrally-planned command economy was producing low quality products that no one wanted. The suppression of dissent had created a simmering, resentful political culture, while the ongoing arms race with a U. S. seemed likely to bankrupt the Soviet government.

The rise of a younger leader with no ties to Stalin, Mikhail Gorbachev, brought internal reforms designed to open up political dialogue, promote democracy, and restructure the Soviet economy. Gorbachev ended the Soviet invasion of Afghanistan, prepared to withdraw from eastern Europe, and reached out to accept Reagan's "Zero Option" in the nuclear arms race. This produced a series of arms control agreements and a revolution in U. S.-Soviet relations. As Soviet forces withdrew from eastern Europe, communist dictatorships once propped up by them collapsed, often nonviolently. Germany, divided since the end of WWII, reunified.

Hardline Stalinists were unhappy with Gorbachev's reforms, however, seeing them as a betrayal of communism, and they were outraged by his dismantling of the Soviet empire. Their attempted coup, however, failed, hastening the collapse of the Soviet Union and the end of the Cold War. The abandonment

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	of communism, however, has not been entirely without its discontents, and independent Russia has, at times, been aggressive in its determination to hold onto its empire.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• Orthodox View</li> <li>• Revisionist View</li> <li>• Post-Revisionist View</li> <li>• Role of Individuals</li> <li>• Yalta Conference</li> <li>• Declaration of Liberated Europe</li> <li>• “Warsaw Poles”</li> <li>• “London Poles”</li> <li>• Potsdam Conference</li> <li>• containment</li> <li>• Greek Civil War</li> <li>• Truman Doctrine</li> <li>• European Recovery Program</li> <li>• (Marshall Plan)</li> <li>• Molotov Plan</li> <li>• Cominform</li> <li>• “Two Camps” Doctrine</li> <li>• coup in Czechoslovakia</li> <li>• Berlin Blockade</li> <li>• Berlin Airlift</li> <li>• Federal Republic of Germany</li> <li>• German Democratic Republic</li> <li>• North Atlantic Treaty (NATO)</li> <li>• NSC-68</li> <li>• COMECON</li> <li>• A-Bomb</li> <li>• H-Bomb</li> <li>• de-Stalinization</li> <li>• liberalization</li> <li>• “Peaceful Coexistence”</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• analyze</li> <li>• assess to what extent</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• examine</li> <li>• explain</li> <li>• outline</li> </ul>



## IB History SL/HL (Year Two)

- Joseph Stalin
- Winston Churchill
- Clement Atlee
- Franklin D. Roosevelt
- Harry Truman
- James Byrnes
- Baruch Plan
- George Kennan
- “Long Telegram”
- “The Sources of Soviet Conduct” (“Mr. X Article”)
- Winston Churchill
- “Iron Curtain” speech
- Vyacheslav Molotov
- Konrad Adenauer
- Dean Acheson
- Nikita Khrushchev
- “Secret Speech”
- Warsaw Pact
- “separate/national paths to socialism”
- Poznan Revolt
- Hungarian Revolt
- Berlin Ultimatum
- Geneva Summit, 1955
- “Open Skies” Proposal
- Sputnik
- ICBM
- MIRV
- SLBM
- nuclear deterrence
- “Mutual Assured Destruction”
- U-2 Affair
- Vienna Summit
- Berlin Wall

## IB History SL/HL (Year Two)

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| <ul style="list-style-type: none"> <li>• Cuban Revolution</li> <li>• nationalization</li> <li>• Bay of Pigs invasion</li> <li>• “missile gap”</li> <li>• Cuban Missile Crisis</li> <li>• ExComm</li> <li>• quarantine / blockade</li> <li>• “brinkmanship”</li> <li>• nuclear hotline</li> <li>• Nuclear Test-Ban Treaty</li> <li>• “hare-brained schemes”</li> <li>• Operation Ajax</li> <li>• coup d’état in Guatemala</li> <li>• Nikita Khrushchev</li> <li>• Wladyslaw Gomulka</li> <li>• Imre Nagy</li> <li>• Dwight D. Eisenhower</li> <li>• John Foster Dulles</li> <li>• Fulgencio Batista</li> <li>• Fidel Castro</li> <li>• John F. Kennedy</li> <li>• Robert Kennedy</li> <li>• Charles de Gaulle</li> <li>• Mohammad Mossadeq</li> <li>• Jacobo Armentz Guzman</li> <li>• Castillo Armas</li> <li>• anti-colonialism/imperialism</li> <li>• neo-colonialism/imperialism</li> <li>• Bandung Conference</li> <li>• Belgrade Conference</li> <li>• Non-Aligned Movement</li> <li>• Group of 77</li> <li>• “Prague Spring”</li> <li>• Action Programme</li> <li>• Brezhnev Doctrine</li> </ul> |  |
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- Détente
- Cold War “Triangle”
- Strategic Arms Limitation
- Treaty (SALT-I)
- Ostpolitik
- Helsinki Conference / Accords
- Failure of SALT-II
- Soviet invasion of Afghanistan
- Mujahideen
- Solidarity
- “Evil Empire”
- “Peace through Strength”
- Reagan Doctrine
- “Zero Option”
- Strategic Defense Initiative (SDI)
- “Star Wars”
- “Era of Stagnation”
- centrally-planned economy
- central planning bureaus
- “black market” economy
- infrastructure disintegration
- Glasnost
- Perestroika
- Demokratisatsiya
- Sukarno
- Jawaharlal Nehru
- Gamel Abdel Nasser
- Josip Tito
- Kwame Nkrumah
- Leonid Brezhnev
- Alexander Dubcek
- Andrei Gromyko
- Richard Nixon
- Henry Kissinger
- Willy Brandt

## IB History SL/HL (Year Two)

- Gerald Ford
- Jimmy Carter
- Hafizullah Amin
- Babrak Kamal
- Lech Walesa
- Ronald Reagan
- Margaret Thatcher
- Pope John Paul II
- Yuri Andropov
- Konstantin Chernenko
- Mikhail Gorbachev
- Boris Yeltsin
- Reykjavik Summit
- Intermediate Nuclear Forces
- (INF) Treaty
- Strategic Arms Reduction
- Treaty (START)
- “Sinatra Doctrine”
- “Velvet Revolution”
- Reunification of Germany
- Malta Summit Conventional Forces in Europe
- (CFE) Treaty
- Union Treaty
- “Hardliners”
- August 1991 Coup
- Commonwealth of Independent
- States (CIS)
- “economic shock therapy”
- “kleptocracy”
- Chechnyan wars
- terrorism
- Russian intervention in Georgia
- New START Treaty
- Mikhail Gorbachev
- Ronald Reagan

## IB History SL/HL (Year Two)

<ul style="list-style-type: none"> <li>• George H. W. Bush</li> <li>• Vaclav Havel</li> <li>• Nicolai Ceaucescu</li> <li>• Gennady Yanayev</li> <li>• Boris Yeltsin</li> <li>• Vladimir Putin</li> <li>• Dimitri Medvedev</li> </ul>	
<p><b>Formative Assessments</b></p> <p>To assess students' comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p><b>Summative Assessments</b></p> <p>Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Palmer, R. R., Colton, Joel, and Kramer, Lloyd, <u>A History of the Modern World Tenth Edition</u></p> <p>Caldwell, Amy, Beeler, John, and Clark, Charles, eds., <u>Sources of Western Society</u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in</p>

## IB History SL/HL (Year Two)

<p>Davies, Norman, <u><a href="#">Europe: A History</a></u>  Fordham University, The Internet Modern History Sourcebook  <a href="http://www.fordham.edu/halsall/mod/modsbook.asp">http://www.fordham.edu/halsall/mod/modsbook.asp</a>  Lualdi, Katharine, ed., <u><a href="#">Sources of The Making of the West</a></u>  Sherman, Dennis, <u><a href="#">Western Civilization: Sources, Images, and Interpretations</a></u>  Tierney, Brian, Kagan, Donald, and Williams, L. Pearce, eds., <u><a href="#">Great Issues in Western Civilization</a></u></p> <p>Brzezinski, Zbigniew, <u><a href="#">Out of Control: Global Turmoil on the Eve of the 21st Century</a></u>  Gaddis, John Lewis, <u><a href="#">The Cold War: A New History</a></u>  German Democratic Republic Museum <a href="http://www.ddr-museum.de/en">http://www.ddr-museum.de/en</a>  Gorbachev, Mikhail, <u><a href="#">Perestroika</a></u>  Kennedy, Robert, <u><a href="#">Thirteen Days</a></u>  Kissinger, Henry, <u><a href="#">Diplomacy</a></u>  Lewis, Barnard, <u><a href="#">The Middle East</a></u>  Manchester, William, <u><a href="#">The Glory and the Dream</a></u>  Schell, Jonathan, <u><a href="#">The Unconquerable World</a></u>  Solzhenitsyn, Aleksandr, <u><a href="#">The Gulag Archipelago</a></u>  Stanley, John, <u><a href="#">History for the IB Diploma: The Cold War in the Americas</a></u>  Todd, Allan, <u><a href="#">History for the IB Diploma: The Cold War</a></u>  Todd, Allan, <u><a href="#">History for the IB Diploma: The Soviet Union and Eastern Europe 1924 - 2000</a></u>  von Rauch, Georg, <u><a href="#">A History of Soviet Russia</a></u>  Woodrow Wilson International Center for Scholars, Cold War International History Project, <a href="http://www.wilsoncenter.org/program/cold-war-international-history-project">http://www.wilsoncenter.org/program/cold-war-international-history-project</a> and Digital Archive  <a href="http://digitalarchive.wilsoncenter.org/theme/cold-war-history">http://digitalarchive.wilsoncenter.org/theme/cold-war-history</a>  Zubok, Vladislav, <u><a href="#">A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</a></u></p>	<p>anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Economics: Command economy and market economy; world trade</li> <li>• IB Design Technology: Technologies of conquest</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam paper is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be</p>

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| <ul style="list-style-type: none"><li>• IB Music: Historical background for works of music, music as a form of propaganda</li><li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li><li>• IB Extended Essay: Opportunities for Extended Essay topics</li><li>• IB Theory of Knowledge: Alternative interpretations of historical events; how individuals and societies manage risk; ethnicity and race</li></ul> | <p>successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups / review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p> |
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## IB History SL/HL (Year Two)

<b>Theme</b>  Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.	
<b>Strand    History</b>	
<b>Topic    Conflict in Asia</b>  The corruption and ineffectiveness of China's single-party republican government gave rise to a civil war that was interrupted by the Japanese invasion during the Second World War. When the Chinese Civil War resumed, communists led by Mao Zedong gained the upper hand and established a communist dictatorship. Communist China became a direct or indirect catalyst for Cold War-era conflict in Asia along its borders with the Soviet Union, in the Taiwan Straits, in Tibet, in Korea and Vietnam, and within China itself. In the 1970s, China's relations with the West -- especially the United States -- became more complex as North Korea assumed the role of antagonist. Yet, the greatest danger of regional war is posed by the rivalry between India and Pakistan, born ironically out of a nonviolent independence movement led by Mohandas Gandhi; this danger has been multiplied by both sides' acquisition of nuclear weapons.	<b>Pacing</b>  Weeks 10-18 of Year Two
<b>Content Statement</b>  <b>1. <i>China's communist party emerged as an alternative to an increasingly corrupt and ineffectual ruling Kuomintang Party; the civil war that resulted saw Japan, the Soviet Union, and the United States play roles, but ultimately it was the communists' ability to mobilize China's peasants that produced a communist victory.</i></b>	<b>Content Elaborations</b>  China's republic was a single-party democracy dominated by the Kuomintang, but this dominance had caused the party to slip into corruption and inefficiency, and it fell into disrepute with the Chinese people. A Chinese communist party emerged in the 1920s with the support of the Soviet Union, who also advised its leadership to join the Kuomintang to defeat attempts by China's feudal warlords to regain power. Once this was accomplished,



## IB History SL/HL (Year Two)

### Learning Targets:

- I can examine the emergence of a viable communist resistance to the ruling Kuomintang party of the Chinese Republic.
- I can explain why the First United Front collapsed, giving way to civil war.
- I can compare and contrast Mao's theories with orthodox Marxism and assess to what extent the implementation of his theories impacted the progress of the civil war.
- I can discuss the importance of the Long March in the history of China's conversion to communism.
- I can describe the impact of the Japanese invasion and occupation on China's civilian population and assess to what extent it impacted the course of the civil war.
- I can compare and contrast the efforts of the Soviet Union and the United States to influence the outcome of the civil war when it resumed after the end of WWII.
- I can analyze the communist victory as it played out from 1946-1949.

2. ***Contemporary with the Chinese Civil War was the nonviolent campaign led by Mohandas Gandhi to gain independence for India; this led to the British decision to partition the Indian subcontinent in 1947, a move which ultimately gave rise to ongoing conflict between India and Pakistan.***

### Learning Targets:

- I can analyze Mohandas Gandhi's strategy of satyagraha.
- I can explain the conditions in India which incited Gandhi's independence movement, and evaluate the success of his strategies.
- I can analyze the factors that prevented the establishment of a peaceful, united, independent Indian subcontinent and describe the results of partition.
- I can compare and contrast the revolutionary theories and strategies of Mohandas Gandhi and Mao Zedong.

3. ***The presence of communist China served as a catalyst for additional Cold War conflicts in Asia. Conflicts with the United States, the Soviet Union, Tibet, and Vietnam were incited by Chinese ideology or intervention, or***

however, Kuomintang's leader, Jiang Jeishi, turned against the communists and attempted to exterminate them in a series of encirclement campaigns that nearly succeeded.

The leadership of China's communists had come to Mao Zedong, who diverged from orthodox Marxism in holding that rural peasants in a non-industrialized country like China could stage a communist revolution. He deliberately built his support among the peasants by promising land reforms.

As Kuomintang forces closed in on Mao's communists, he led them in a dramatic, 3000-mile "Long March" through difficult terrain and in doing so kept his movement alive. Indeed, by engaging with peasants along the route, Mao actually built his following. At this point, Japan's invasion of China and systematic annihilation of its civilians moved the Kuomintang and communists to forge a truce. During the war against the Japanese, the communists suffered less than Kuomintang, but also received less support from the U. S. Following Japan's defeat, the communists received support from the Soviet Union in the form of captured Japanese weapons; Kuomintang also received ample financial and logistical support from the U. S. This proved inadequate, however, against Mao's mobilized peasant army who, waging a "People's War," drove Kuomintang's supporters to the island of Taiwan, allowing the establishment of the People's Republic of China in 1949.

On the Indian subcontinent, controlled by the United Kingdom, Indian nationalists Mohandas Gandhi attempted a very different form of resistance -- nonviolent non-cooperation -- which he believed would yield Indian independence following the Amritsar Massacre of peaceful Indians by British soldiers. By gaining the moral high ground, Gandhi hoped to appeal to the international community and to the British themselves. He also preached economic independence and encouraged Indians to stop relying on imported manufactures. He promoted equality and unity among India's Hindus and Muslims, but while his strategies did persuade the British to grant Indian independence in 1947, he was unable to convince India's Muslims that their interests would be served in a Hindu-dominated democracy. This resulted in partition into India and Pakistan, a source of four future wars. Thus, while Mao preached violent revolt and Gandhi adhered to "soul force," both aspired to and attained national sovereignty.

## IB History SL/HL (Year Two)

*by American fears of communist expansion in Asia brought on by the “loss of China.” China also experienced internal upheavals related to its communist ideology.*

### Learning Targets:

- I can examine the causes of the Korean War.
- I can evaluate the strategies and tactics employed by both sides in the Korean War and the war’s short- and long-term outcomes.
- I can assess to what extent the struggle of the Vietnamese led by Ho Chi Minh against Japan, France, and the United States was nationalist in nature, and to what extent it was communist in nature.
- I can discuss the validity of the Domino Theory and explain how it informed U.S. policy in Vietnam.
- I can outline U.S. policy toward Taiwan from 1949 to 1978 and explain how this led to conflict with China.
- I can outline Chinese policy toward Tibet and explain how this led to conflict with India.
- I can examine the factors that contributed to the Sino-Soviet split.
- I can evaluate the United States’ and the communists’ strategy and tactics during the war in Vietnam.
- I can evaluate U.S.-Soviet-Chinese diplomacy during the conclusion of the war in Vietnam and during the era of détente.

#### 4. *In the years since the end of the Vietnam War, China has ceased to be a catalyst for conflict; the greatest threat of violence in Asia has shifted to nuclear-armed India and Pakistan.*

### Learning Targets:

- I can discuss China’s internal reforms in the years since Mao’s death and assess to what extent China has liberalized.
- I can describe the conflicts between India and Pakistan and assess to what extent their rivalry poses the threat of nuclear war.

The “fall of China” to communism was a major source of consternation for the United States, as the Cold War rivalry was building to a head. When Soviet-sponsored North Korea invaded the noncommunist South Korea, U. S. President Harry Truman called for and received a resolution of UN intervention. The U. S.-led UN Forces drove the North Koreans back across the 38th Parallel, but the opportunity to follow them and eliminate communism from Korea led to Chinese intervention and stalemate. The resulting truce left Korea divided, with the north under the control of an unpredictable communist tyrant.

In French Indochina, Vietnamese nationalist Ho Chi Minh had sought independence before World War Two to no avail, so during the war he led his Viet Minh against the Japanese in hope of postwar support for independence. When the French refused, Ho defeated them -- but his communist philosophy caused fear in the U. S., who believed that if Vietnam fell to communism, it would lead, like a line of dominoes, to the loss of all of Asia -- perhaps the world. This caused the U. S. to insist on the division of Vietnam and the support of an unpopular dictator, Ngo Dinh Diem, in the South as a communist insurgency ramped up against him.

Meanwhile, the U. S. was in conflict with China over its commitment to defend Taiwan, which it still regarded as the legitimate Chinese government. The Chinese, meanwhile, crushed a revolt by Tibet, leading to war with India over India’s sheltering of Tibetan forces. China was shocked not to be supported by the Soviet Union in these conflicts and accused the Soviets of accommodating the West; this accompanied growing doctrinal differences and the failure of China’s Great Leap Forward, which Mao had blamed partially on the Soviets. Political upheaval during China’s Cultural Revolution ruptured Sino-Soviet relations, creating an opportunity for the U. S.

The U. S. was now embroiled in a guerilla war in Vietnam in which its technological superiority proved an insufficient condition to produce victory. The Tet Offensive moved much of the American public to demand an end to the war effort. President Richard Nixon, acting on the Sino-Soviet split, moved to improve relations with both and gained their support to improve

## IB History SL/HL (Year Two)

	<p>negotiations that ultimately led to a cease-fire and removal of U. S. forces from Vietnam.</p> <p>In the years since Vietnam, China's leadership has abandoned communist economics, leading to rapid modernization and a trade partnership with the West, especially the U. S. While Americans condemn China's refusal to democratize or grant larger civil and human rights to its citizens, the relationship is no longer a catalyst for conflict. The split between India and Pakistan, which has produced four wars, has become a greater threat, especially as both sides have acquired nuclear weapons.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Republic of China</li> <li>• single-party democracy</li> <li>• Kuomintang</li> <li>• Communist Party of China</li> <li>• warlords</li> <li>• First United Front</li> <li>• Northern Expedition</li> <li>• April 12 Incident</li> <li>• Ten Years' Civil War</li> <li>• land "verification" / reform</li> <li>• Red Army</li> <li>• "People's War"</li> <li>• Encirclement Campaigns</li> <li>• Mukden Incident</li> <li>• Japanese invasion of Manchuria</li> <li>• Sun Yixian</li> <li>• "Three Principles of the People"</li> <li>• Jiang Jieshi</li> <li>• Bai Chongxi</li> <li>• Long March</li> <li>• peasants</li> <li>• Japanese invasion of China</li> <li>• Rape of Nanjing Manchukuo</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• assess to what extent</li> <li>• compare and contrast</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• examine</li> <li>• explain</li> <li>• outline</li> </ul>

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| <ul style="list-style-type: none"> <li>• Greater East Asian Co-</li> <li>• Prosperity Sphere</li> <li>• Second United Front</li> <li>• Japanese occupation</li> <li>• “Asian Holocaust”</li> <li>• Soviet occupation of Manchuria</li> <li>• and transfer of Japanese arms</li> <li>• Marshall Mission</li> <li>• People’s Liberation Army</li> <li>• S. military aid to Kuomintang</li> <li>• Liaoshen Campaign</li> <li>• Siege of Changchun</li> <li>• Huaihai Campaign</li> <li>• Pingjin Campaign People’s Republic of China</li> <li>• Taiwan</li> <li>• Treaty of Friendship, Alliance,</li> <li>• and Mutual Assistance</li> <li>• ahimsa</li> <li>• Indian National Congress</li> <li>• satyagraha</li> <li>• nonviolent civil disobedience /</li> <li>• non-cooperation</li> <li>• “soul force”</li> <li>• ashram</li> <li>• Kheda satyagraha</li> <li>• Amritsar massacre</li> <li>• self-reliance</li> <li>• swadeshi</li> <li>• Mao Zedong</li> <li>• “On Protracted Warfare”</li> <li>• “Problems of War &amp; Strategy”</li> <li>• “New Democracy”</li> <li>• Zhang Guotao Pu Ye</li> <li>• Zhang Xueliang</li> <li>• Joseph Stalin</li> </ul> |  |
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## IB History SL/HL (Year Two)

- Harry Truman
- George Marshall
- Mohandas Gandhi
- equality for women and
- untouchables
- Hindu-Muslim unity Purna Swaraj
- Salt satyagraha
- Dharasana satyagraha
- “Quit India”
- Muslim League
- partition
- hunger strike
- 38th Parallel
- Soviet boycott of UNSC
- UNF
- Pusan Perimeter
- Inchon landing
- “Rollback”
- Chinese intervention at the
- Yalu River
- Chosin Reservoir
- “limited war” vs. “total war”
- Panmunjon negotiations
- “brinkmanship”
- demilitarized zone
- North Korea as a “rogue state”
- Viet Minh
- French Indochina War
- insurgency / guerilla warfare
- Battle of Dien Bien Phu
- Geneva Accords
- National Liberation Front
- Viet Cong
- Domino Theory
- Southeast Asia Treaty

## IB History SL/HL (Year Two)

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| <ul style="list-style-type: none"> <li>• Organization (SEATO)</li> <li>• Muhammad al-Jinnah</li> <li>• Jawaharlal Nehru</li> <li>• Muhammad ali Jinnah</li> <li>• Kim Il Sung</li> <li>• Syngman Rhee</li> <li>• Dean Acheson</li> <li>• “Defensive Perimeter” speech</li> <li>• Joseph Stalin</li> <li>• Harry Truman</li> <li>• Douglas MacArthur</li> <li>• Matthew Ridgway</li> <li>• Dwight D. Eisenhower</li> <li>• Kim Jong Il</li> <li>• Ho Chi Minh</li> <li>• Bao Dai</li> <li>• Vo Nguyen Giap</li> <li>• Ngo Dinh Diem</li> <li>• John Foster Dulles</li> <li>• “Two Chinas” Policy</li> <li>• S. - Taiwan Mutual Defense Treaty</li> <li>• First Taiwan Strait Crisis</li> <li>• Taiwan Resolution</li> <li>• Second Taiwan Strait Crisis</li> <li>• Seventeen Point Agreement with Tibet</li> <li>• Tibetan Uprising</li> <li>• Sino-Indian War</li> <li>• Sino-Soviet split</li> <li>• Great Proletarian Cultural Revolution</li> <li>• Red Guard</li> <li>• “Gang of Four”</li> <li>• “Flexible Response”</li> </ul> |  |
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## IB History SL/HL (Year Two)

- Pathet Lao
- military “advisors” in Vietnam
- Army of the Republic of Vietnam (ARVN)
- “strategic hamlets”
- “search-and-destroy”
- napalm
- Agent Orange
- coup d’état in South Vietnam
- North Vietnamese Army (NVA)
- Gulf of Tonkin incident
- Gulf of Tonkin Resolution
- escalation
- Operation Rolling Thunder
- Ho Chi Minh Trail
- counter-insurgency
- WHAM - win hearts and minds
- Nikita Khrushchev
- 14th Dalai Lama
- Zhou Enlai
- Jawaharlal Nehru
- Mao Zedong
- Jiang Qing
- Deng Xiaoping
- John F. Kennedy
- Dean Rusk
- Robert MacNamara
- Ngo Dinh Nhu
- Lyndon B. Johnson
- William Westmoreland
- Tet Offensive
- My Lai Massacre
- S. antiwar movement
- Paris Peace Talks
- Operation Linebacker

## IB History SL/HL (Year Two)

- Vietnamization
- Covert bombing of Cambodia
- Paris Peace Accords
- Fall of Saigon
- Khmer Rouge
- Sino-Soviet border conflict
- détente
- Nixon’s visit to China
- “One China” policy
- Sino-Vietnamese War
- “Four Modernizations”
- special economic zones
- Tienanmen Square protest and massacre
- Kashmir
- First Kashmir War (1947)
- Line of Control
- Indo-Pakistani War of 1965
- Indo-Pakistani War of 1971
- East Pakistan / Bangladesh
- Indo-Pakistani War of 1999
- Walter Cronkite
- Richard Nixon
- Henry Kissinger
- Le Duc Tho
- Pol Pot
- Deng Xiaoping
- “Tank Man”
- Hu Jintao

### Formative Assessments

To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be

### Summative Assessments

Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice



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<p>quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Fordham University, The Internet East Asian History Sourcebook  <a href="http://www.fordham.edu/Halsall/eastasia/eastasiasbook.asp">http://www.fordham.edu/Halsall/eastasia/eastasiasbook.asp</a>  al Jazeera, Timeline: India-Pakistan Relations,  <a href="http://www.aljazeera.com/indepth/spotlight/kashmirtheforgottenconflict/2011/06/2011615113058224115.html">http://www.aljazeera.com/indepth/spotlight/kashmirtheforgottenconflict/2011/06/2011615113058224115.html</a>  Baker, Hugh, <u>Chinese Family and Kinship</u>  BBC, India-Pakistan: Troubled Realitions,  <a href="http://news.bbc.co.uk/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm">http://news.bbc.co.uk/hi/english/static/in_depth/south_asia/2002/india_pakistan/timeline/default.stm</a>  Cheek, Timothy, <u>Mao Zedong and China's Revolutions: A Brief History with Documents</u>  Ebrey, Patricia Buckley, ed., <u>Chinese Civilization and Sociey</u>  Gernet, Jacques, <u>A History of Chinese Civilization</u>  GlobalSecurity.org, Cold War Era Military Operations,  <a href="http://www.globalsecurity.org/military/ops/coldwar-ops.htm">http://www.globalsecurity.org/military/ops/coldwar-ops.htm</a>  GlobalSecurity.org, The World at War,  <a href="http://www.globalsecurity.org/military/world/war/">http://www.globalsecurity.org/military/world/war/</a></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p>Hanson, Victor Davis, <u><a href="#">Carnage and Culture: Landmark Battles in the Rise of Western Power</a></u></p> <p>Heng, Lian and Shapiro, Judith, <u><a href="#">Son of the Revolution</a></u></p> <p>Kissinger, Henry, <u><a href="#">Diplomacy</a></u></p> <p>Manchester, William, <u><a href="#">The Glory and the Dream</a></u></p> <p>Schell, Jonathan, <u><a href="#">The Unconquerable World</a></u></p> <p>Todd, Allan, <u><a href="#">History for the IB Diploma: The Cold War</a></u></p> <p>Todd, Allan, <u><a href="#">History for the IB Diploma: Communism in Crisis</a></u></p> <p>Tuchman, Barbara, <u><a href="#">The March of Folly: From Troy to Vietnam</a></u></p> <p>Tuchman, Barbara, <u><a href="#">Practicing History</a></u></p> <p>United States Military Academy, Atlases, <u><a href="http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx">http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx</a></u></p> <p>University of Maryland, The People's Republic of China, <u><a href="http://www.chaos.umd.edu/history/prc.html">http://www.chaos.umd.edu/history/prc.html</a></u></p> <p>Wells, Mike, <u><a href="#">History for the IB Diploma: The Causes, Practices, and Effects of Wars</a></u></p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Economics: Command economy and market economy; world trade</li> <li>• IB Music: Historical background for works of music, music as a form of propaganda</li> <li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Alternative interpretations of historical events; definitions of democracy/democratic government; perspectives on violence and nonviolent resistance – what constitutes resistance</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam paper is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups / review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

## IB History SL/HL (Year Two)

<b>Theme</b> <p>Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.</p>	
<b>Strand    History</b>	
<b>Topic    The Arab-Israeli Crisis</b> <p>The Arab-Israeli Crisis has roots dating back to the Biblical Era, but it erupted in 1948 with the establishment of the state of Israel in the former Roman territory/British mandate of Palestine. Palestinian nationalists who refuse to accept Israeli sovereignty drew support from neighboring Arab states in an attempt to defeat Israel and terminate its existence, but Israel, with the support of the United States, always prevailed, and in some cases expanded by seizing and occupying formerly Arab territories. This led the Arabs to develop alternative strategies, ranging from economic sanctions to terrorism. But in 1979, negotiation with an eye toward peaceful coexistence emerged as an option, and the resulting "land for peace" formula has remained as the primary approach to the peace process ever since.</p>	<b>Pacing</b> <p>Weeks 19-29 of Year Two</p>
<b>Content Statement</b> <p><b>1. Competing Arab and Israeli claims to Palestine stem from ancient times, but the modern conflict stems from nationalism among Arabs and European Jews that grew during the 19th Century, culminating in the Arab Revolt and the Zionist Movement, respectively. The period following the World Wars and the Holocaust therefore saw pressure on the British government that administered Palestine from both Arabs and Jews.</b></p>	<b>Content Elaborations</b> <p>Jewish claims to Palestine date from Avraham's covenant with God, in which the land was promised as an "everlasting covenant," while Arab claims arise from the fact that for 1000 years after the Hebrews were expelled by the Romans, the land was occupied and cultivated by them. In the 19th Century, as the spirit of nationalism emanated from Europe, Arabs under the rule of the Ottoman Empire and Jews scattered across Europe began to call for self-rule in a state governed by their own kind. During the early 20th Century, Zionists (Jews desiring to establish a Jewish state in Palestine) migrated into Palestine</p>

## IB History SL/HL (Year Two)

### Learning Targets:

- I can discuss the ancient origins of the Jewish and Arab claims to Palestine.
- I can explain the rise of Arab and Zionist nationalist movements within the context of 19th Century nationalism and the decline of the Ottoman Empire.
- I can evaluate the policies of the British in light of increasing pressure from Arabs and Zionists to establish independent states from Britain's Palestinian mandate.
- I can evaluate the strategies employed by the Arabs and Zionists in attempting to gain control of Palestine.
- I can explain the reasons why the British opted to withdraw from its Palestinian mandate.

2. ***The British handed over Palestine to the United Nations, who attempted to partition it into a Jewish state and Arab state; this partition was rejected by Arabs who refused to be incorporated into Israel. The result was the Israeli War of Independence, which saw Arab states attack Israel on behalf of the Palestinian Arabs; this failed and Israel expanded its territory, actually increasing the problem of the Palestinian Arabs.***

### Learning Targets:

- I can analyze Arab and Zionist responses to the United Nations' partition plan for Palestine and assess to what extent the plan was responsible for the ensuing violence.
- I can outline the terms by which Israel became an independent state.
- I can examine the causes of the Israeli victory in the 1948-49 War.
- I can discuss the outcomes of the Israeli victory in the 1948-49 War.
- I can describe the circumstances of Palestinian refugees following the 1948-49 War and define the "right of return."

3. ***The support of the West (especially the U.S.) for Israel outraged Arabs, who saw the presence of Israel and western support for them as a form of imperialism. An Arab nationalist movement led by Gamel Abdel Nasser of Egypt was meant to assert Arab strength through unity. In the context of the Cold War, this stance concerned the U.S., who feared that the Soviet Union would co-opt the Arab movement. This complex interplay of***

in increasing numbers. During the First World War, they persuaded the British Foreign Secretary, Arthur Balfour, to commit to establishing a Jewish homeland there postwar. In the meantime, the British had also promised the Arabs an independent state in return for their support against the Ottoman Empire, who were aligned with Britain's German enemies. Following the war, the British were assigned Palestine as a mandate, and they agreed to the establishment of a Jewish Agency to manage Jews living in and migrating to Palestine. Arabs were outraged and engaged in various forms of violent and nonviolent protest. In light of the growing conflict, the British delayed the establishment of a Jewish state and instead restricted Jewish immigration to Palestine. Zionist agitation now took a more violent turn, and as public pressure grew following the revelation of the Holocaust, the British concluded their best option was to withdraw from the morass and hand over Palestine and its problems to the new United Nations.

The United Nations Special Committee on Palestine proposed to divide the land based upon the majority of the population in certain sectors, with Jerusalem administered by the UN as an international city. Arabs rejected the plan because they believed it deprived Arabs of too much land, and some Jews were unhappy about the disposition of Jerusalem. Despite these objections, the state of Israel was declared by David Ben Gurion in 1948. It was immediately attacked by neighboring Arab states acting on behalf of the "Palestinians" – Arabs who were now living under Israeli rule. The Israelis were better organized for war and defeated the Arabs; in doing so they seized more land that had originally been designated as part of the future Palestinian Arab state. The Arab states seized the remaining lands, thus absorbing all of the lands originally designated to the Palestinian Arabs by the UN. Hundreds of thousands of Palestinians were driven or fled from their homes to refugee camps. Their "right of return" has been an issue of great controversy ever since.

The United States and Soviet Union were the first to recognize Israel's right to exist, but the Arabs regarded Israel and its backers as practitioners of a new form of imperialism, and initially through the Arab League sought to resist. In the meantime, Israel grew rapidly due to its democratic system of government (which included Palestinians), its generous immigration policies, its agricultural efforts, and generous foreign aid, especially from the U.S. Palestinians

## IB History SL/HL (Year Two)

***geopolitical forces manifested itself in the Suez Crisis of 1956.***

### **Learning Targets:**

- I can describe Arab efforts to improve their standing relative to Israel following their defeat in the 1948-49 War.
- I can analyze the rapid rise of Israel as a developed country during the years following its independence and describe the condition of Palestinians in Israel.
- I can describe Gamel Abdel Nasser's goals for Arab nationalism and assess to what extent those goals were achieved.
- I can describe the Israeli response to Nasser's Arab nationalism.
- I can explain the origins of the Suez Crisis of 1956.
- I can examine the interplay of colonial/anticolonial and Cold War axes of conflict in the intervention of the United Kingdom, France, the United States, and the Soviet Union in the Suez Crisis.
- I can discuss the results of the Suez Crisis for all countries involved, and for the United Nations.

4. ***Nasser's Arab nationalist movement paired with the rise of the Palestine Liberation Organization in their commitment to replace Israel with a Palestinian state. They built up arms supplied by the Soviets until Israel launched a pre-emptive strike that resulted in 1967's Six-Day War and another major expansion of Israel into Arab territory. The Arabs regrouped to shock Israel in October 1973's Yom Kippur War, but U.S. support allowed another Israeli victory.***

### **Learning Targets:**

- I can explain the rise of the Palestine Liberation Organization as an independent force for a Palestinian state and examine the Arab states' relationships with the PLO.
- I can discuss how the actions of the PLO, the Arab states, and Israel produced the 1967 Six-Day War.
- I can describe the events of the 1967 Six-Day War.
- I can examine how the occupation of territories gained by Israel during the 1967 Six-Day War affected Israel, the Arab states, and the Palestinians.
- I can explain the outbreak of the October 1973 War.
- I can describe the events of the October 1973 War and explain the

continued to resent Israeli rule and found themselves disempowered within Israel.

In Egypt, the overthrow of King Farouk by the military allowed for the rise of Gamel Abdel Nasser to power. Nasser promoted "Arab Socialism" within Egypt, enacting land reform and initiating major programs of public works. More ambitiously, he envisioned a resurgence of Arab nationalism that would cross state borders; the central focus and motivation of this movement was the destruction of Israel. His union with Syria to form the United Arab Republic was the high point of a movement that never fully succeeded in uniting Arabs.

Israel, however, was alarmed, especially as Fedayeen fighters operating out of Egypt's Gaza Strip staged raids on their towns. They moved aggressively into Gaza and sought alliance with France and the United Kingdom, whose interests in North Africa conflicted with Nasser's. When Nasser nationalized the operations of the Suez Canal, Israel and her allies staged a pre-planned sequence of attacks on Egypt that became the Suez War. The United States, acting on an anti-colonialist ethic and hoping to forestall Soviet influence with the Arabs, intervened, demanding an end to the attacks. This increased Nasser's prestige and caused a massive loss of prestige for the British and French.

The Palestinians, however, grew increasingly convinced that the actions of the Arab states would not succeed in eliminating Israel, so they formed Fatah to wage guerilla warfare against Israel. While the initial reaction of the Arabs was opposed, they gradually came to support the growth of the Palestine Liberation Organization, which encompassed Fatah and more radical groups, and which promoted political and diplomatic as well as military action against the Israelis. These developments added to Israeli concerns about the growing Arab threat, which multiplied as Arab states built up their armed forces with equipment from the Soviet bloc. When Egypt ordered UN peacekeepers out of Sinai, where they had been in place since the Suez War, Israel prepared a preemptive strike against the Arabs.

The unfolding of this preemptive strike saw Egypt's air force destroyed on the ground and Israeli tanks crossing Sinai to close in on Cairo in just six days of fighting. As a result of the "Six-Day" War, Israel seized Egyptian territories in

## IB History SL/HL (Year Two)

<p>American intervention in support of Israel.</p> <ul style="list-style-type: none"> <li>I can assess to what extent the Arab states accomplished their goals in the October 1973 War and explain how the war impacted the United States.</li> </ul> <p><b>5. A changing geopolitical climate emerged with the death of Nasser and rise of his successor, Anwar Sadat, which coincided with the era of détente in the Cold War. World public opinion began to turn against Israel and the PLO gained legitimacy. In this context, the United States emerged to negotiate the first successful peace agreement between Israel and an Arab state – the Camp David Accords.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>I can examine the changing geopolitical climate among the Arab states, Israel, the United States, and the Soviet Union following the October 1973 War.</li> <li>I can evaluate the roles of Anwar Sadat, Menachem Begin, and Jimmy Carter in making the Camp David Accords possible.</li> <li>I can state the terms of the Camp David Accords, and explain how these became a model for future negotiations.</li> <li>I can describe the reactions to the Camp David Accords in the Arab states and Israel.</li> </ul>	<p>Sinai and Gaza, Jordan’s West Bank, and Syria’s Golan Heights. In doing so, Israel increased their security relative to their neighbors, but added additional resentful Palestinians to their internal population.</p> <p>The Arabs thus rebuilt their armed forces and planned a surprise attack on Israel in October 1973; the Israelis had become complacent and were caught unprepared. As the Israel Defense Forces (IDF) reeled under the Arab assault, the U.S. airlifted equipment to them that helped turn the tide of the war; in the end, Israel retained all of the occupied territories. The frustrated and outraged Arabs staged an embargo of oil against the U.S. which caused an energy crisis that harmed the U.S. economy.</p> <p>The Arab oil embargo and growing international doubts about the condition of the Palestinians combined with new Egyptian president Anwar Sadat’s rejection of the Soviet Union to produce a new dynamic in Middle East affairs. Though Israel for the first time elected a hardline Likud government in 1977, Sadat’s overtures and American pressure produced a desire among many in the Israeli public for peace. Likud Prime Minister Menachem Begin thus slowly accepted the proposals of U.S. President Jimmy Carter and Secretary of State Cyrus Vance to open negotiations. These produced the Camp David Accords, in which Israel returned the Sinai Peninsula to Egypt in return for recognition of its right to exist; the accords also proposed a future framework for Middle East peace based upon the terms of UN Resolution 242, calling for Israel to withdraw from the occupied territories and for the Arab states to follow Egypt in recognizing Israel. While some hailed the accord as a step toward peaceful coexistence, radicals on both sides saw the agreement as a form of betrayal; this cost Egypt its position as leader of the Arabs, and it cost Anwar Sadat his life as he was assassinated by radicals.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>covenant</li> <li>Canaan</li> <li>Roman conquest of Judea</li> <li>Hebrew Revolt</li> <li>Masada</li> <li>Hebrew Diaspora</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>analyze</li> <li>assess to what extent</li> <li>describe</li> <li>discuss</li> <li>evaluate</li> <li>examine</li> <li>explain</li> </ul>



## IB History SL/HL (Year Two)

- Byzantine Empire
- Qur'an
- Avram / Avraham
- Hagar and Ishmael
- Sarah and Isaac
- Titus
- Muhammad
- Ibrahim
- Hajar and Ismail
- Sarah and Ishaq
- Arab Empire
- "Dome of the Rock"
- Seljuk Turks
- Ottoman Empire
- 19th Century nationalism
- anti-semitism
- pogroms
- Political Zionism
- First Zionist Congress
- Practical Zionism
- aliyah
- Young Turks
- German strategic partnership
- First World War
- Arab Revolt
- Sykes-Picot Agreement
- League of Nations
- British mandate in Palestine
- World Zionist Organization
- Labor Zionism
- Jewish Agency
- Yishuv
- Haganah
- Revisionist / New Zionism
- Eretz Israel / Yisrael

- outline
- state

## IB History SL/HL (Year Two)

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| <ul style="list-style-type: none"> <li>• Arab Higher Committee</li> <li>• General Strike of 1936</li> <li>• 1939 White Paper</li> <li>• limits on Jewish immigration</li> <li>• League for Arab-Jewish</li> <li>• Rapprochement and</li> <li>• Cooperation</li> <li>• Theodor Herzl</li> <li>• “Der Judenstaat”</li> <li>• Henry McMahon</li> <li>• T. E. Lawrence</li> <li>• Sharif Husayn bin Ali</li> <li>• Faisal</li> <li>• Abdullah</li> <li>• Chaim Weizmann</li> <li>• Arthur Balfour</li> <li>• “Balfour Declaration”</li> <li>• David Ben Gurion</li> <li>• Ze’ev Jabotinsky</li> <li>• “On the Iron Wall (We and the</li> <li>• Arabs”</li> <li>• Hadj Amin al-Husayni</li> <li>• Menachem Begin</li> <li>• Martin Buber</li> <li>• Second World War</li> <li>• Jewish Brigades</li> <li>• Irgun / Lehi</li> <li>• Holocaust</li> <li>• United States “Jewish lobby”</li> <li>• Biltmore Program</li> <li>• Arab League</li> <li>• Alexandria Protocol</li> <li>• Zionist resistance post-WWII British decolonization</li> <li>• Anglo-American Committee of</li> <li>• Inquiry</li> </ul> |  |
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## IB History SL/HL (Year Two)

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| <ul style="list-style-type: none"> <li>• Exodus</li> <li>• United Nations Special</li> <li>• Committee on Palestine</li> <li>• (UNSCOP)</li> <li>• Partition Plan</li> <li>• UN-administered Jerusalem</li> <li>• UN Resolution 181</li> <li>• Plan Dalet</li> <li>• Deir Yassin Massacre</li> <li>• Proclamation of the State of</li> <li>• Israel and international</li> <li>• recognition</li> <li>• 1948-49 War / Israeli War of</li> <li>• Independence / Al-Nakba</li> <li>• Israeli Defense Forces (IDF)</li> <li>• UN arms embargo</li> <li>• UN cease-fire</li> <li>• Gaza</li> <li>• Negev</li> <li>• Old City of Jerusalem</li> <li>• Pro-Zionist vs. Revisionist</li> <li>• David Ben Gurion</li> <li>• Menachem Begin</li> <li>• Harry Truman</li> <li>• Abdullah</li> <li>• Count Bernadotte</li> <li>• Hussein bin Talal</li> <li>• UN Relief and Works Agency</li> <li>• Palestinian refugee camps</li> <li>• repatriation / right of return</li> <li>• UN Resolution 194</li> <li>• non-assimilation</li> <li>• ongoing refugee problem</li> <li>• Palestinian Diaspora</li> <li>• Orthodox and Reform Judaism</li> </ul> |  |
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## IB History SL/HL (Year Two)

- Knesset
- proportional representation
- coalition government
- Mapai / Labour Party
- Mapam
- Herut
- Law of Return
- Law of Citizenship
- Ashkenazi, Sephardic, Mizrahi
- foreign aid
- defense spending
- kibbutz
- moshav
- Kfar Qassem Massacre
- Palestinian prohibition from
- national service
- Druze
- Palestinian right to vote and be
- elected
- Muslim Brotherhood
- Ba'athist Movement
- multinational oil companies
- Suez Canal / Canal Zone
- Anglo-Egyptian Treaty of 1936
- David Ben Gurion
- Menachem Begin
- Hasan al-Banna
- Michel Aflaq
- Farouk
- Gamel Abdel Nasser
- revolutionary nationalism
- Free Officers
- abdication
- Arab Socialism
- land reform for the fellahs

## IB History SL/HL (Year Two)

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| <ul style="list-style-type: none"> <li>• Ban of Muslim Brotherhood and</li> <li>• all other political parties</li> <li>• Arab Nationalism / “Nasserism”</li> <li>• Pan-Arabism</li> <li>• “Voice of the Arabs”</li> <li>• United Arab Republic</li> <li>• Arab Federation</li> <li>• Ba’athist coup in Iraq</li> <li>• Iraqi Revolutionary</li> <li>• Command Council</li> <li>• Lebanese Civil War</li> <li>• Suez Canal Treaty of 1954</li> <li>• Aswan Dam project</li> <li>• fedayeen in Gaza</li> <li>• Gaza Raids of 1955</li> <li>• Baghdad Pact / Central Treaty</li> <li>• Organization (CENTO)</li> <li>• Non-Aligned movement</li> <li>• anti-colonialism</li> <li>• Front de Libération Nationale</li> <li>• (FLN) in Algeria</li> <li>• withdrawal of funds for Aswan</li> <li>• Dam project</li> <li>• Suez Crisis</li> <li>• nationalization of Suez Canal</li> <li>• Sevres Protocol</li> <li>• Gamel Abdel Nasser</li> <li>• Faisal II</li> <li>• Hussein bin Talal</li> <li>• Abdul Kassim</li> <li>• Moshe Dayan</li> <li>• David Ben Gurion</li> <li>• Anthony Eden</li> <li>• Sinai War</li> <li>• Sharm el-Sheikh</li> </ul> |  |
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## IB History SL/HL (Year Two)

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| <ul style="list-style-type: none"> <li>• Port Said</li> <li>• gunboat diplomacy</li> <li>• Labour Party : "Law not War"</li> <li>• petrol rationing</li> <li>• UN Emergency Force</li> <li>• "UN Peacekeepers"</li> <li>• Eisenhower Doctrine</li> <li>• Fatah</li> <li>• Fedayeen</li> <li>• Palestine Liberation</li> <li>• Organization (PLO)</li> <li>• Popular Front for the</li> <li>• Liberation of Palestine</li> <li>• Raid of Samu</li> <li>• Raid of Karamah</li> <li>• Black September</li> <li>• PLO camps in Lebanon</li> <li>• South Lebanese Army</li> <li>• Israeli invasions of Lebanon</li> <li>• Israeli-Syrian conflict 1966-67</li> <li>• Nasser's brinkmanship</li> <li>• removal of UNEF</li> <li>• national unity government</li> <li>• 1967 Six-Day War</li> <li>• preemptive strike</li> <li>• occupied territories</li> <li>• Gaza</li> <li>• Sinai Peninsula</li> <li>• West Bank</li> <li>• Western Wall and Temple</li> <li>• Mount</li> <li>• Anthony Eden</li> <li>• Dwight D. Eisenhower</li> <li>• Nikita Khrushchev</li> <li>• Dag Hammarskjöld</li> </ul> |  |
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## IB History SL/HL (Year Two)

- Yasser Arafat
- Leila Khaled
- George Habash
- Gamel Abdel Nasser
- U Thant
- Menachem Begin
- Moshe Dayan
- Yitzhak Rabin
- Palestinian problem
- radicalism
- Khartoum Declaration
- UN Resolution 242
- “land for peace”
- Land of Israel Movement
- settlements
- Hebron
- War of Attrition 1969-70
- Rogers Plan
- Egyptian-Soviet split
- October 1973 War
- Organization of Petroleum
- Exporting Countries (OPEC)
- embargo and oil crisis
- UN Resolution 338
- Agranat Commission
- shuttle diplomacy
- Sinai I Agreement
- Sinai II Agreement
- Raid on Ma'alot
- Raid on Entebbe
- Gush Emunim settlements
- S. sale of weapons to Arab
- states
- Likud
- 1977 elections

## IB History SL/HL (Year Two)

- Geneva Conference
- Sadat's visit to Israel / Begin's
- visit to Egypt
- Peace Now movement
- Lebanese Civil War
- Israeli invasion
- Hafez al-Assad
- Menachem Begin
- Gamel Abdel Nasser
- Golda Meir
- Richard Nixon
- William Rogers
- Anwar Sadat
- Muammar Gaddafi
- Moshe Dayan
- Henry Kissinger
- Leonid Brezhnev
- Yitzhak Rabin
- Jimmy Carter
- Cyrus Vance
- Camp David Accords
- Framework for Peace in the
- Middle East
- Framework for a Peace Treaty
- between Egypt and Israel
- Rejectionists
- Jimmy Carter
- Menachem Begin
- Anwar Sadat
- Muammar Kaddafi

### Formative Assessments

To assess students' comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the

### Summative Assessments

Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers.

## IB History SL/HL (Year Two)

<p>era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students' miscomprehension or lack of comprehension is addressed by the teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Bottaro, Jean, <u>History for the IB Diploma: The Arab-Israeli Conflict 1945-1979</u>  Fordham University, Internet Modern History Sourcebook: Middle East since 1944, <a href="http://www.fordham.edu/Halsall/mod/modsbook54.asp">http://www.fordham.edu/Halsall/mod/modsbook54.asp</a>  GlobalSecurity.org, Cold War Era Military Operations, <a href="http://www.globalsecurity.org/military/ops/coldwar-ops.htm">http://www.globalsecurity.org/military/ops/coldwar-ops.htm</a>  GlobalSecurity.org, The World at War, <a href="http://www.globalsecurity.org/military/world/war/">http://www.globalsecurity.org/military/world/war/</a>  Kissinger, Henry, <u>Diplomacy</u>  Lewis, Bernard, <u>The Middle East</u>  Manchester, William, <u>The Glory and the Dream</u>  Middle East Policy Council, Arab-Israeli Conflict, <a href="http://www.mepc.org/topics/arab-israeli-conflict">http://www.mepc.org/topics/arab-israeli-conflict</a>  Quandt, William, <u>Peace Process: American Diplomacy and the Arab-Israeli Conflict sine 1967</u>  Schell, Jonathan, <u>The Unconquerable World</u>  Smith, Charles D., <u>Palestine and the Arab-Israeli Conflict: A History with</u></p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<p><u>Documents</u></p> <p>Todd, Allan, <u>History for the IB Diploma: The Cold War</u></p> <p>United States Military Academy, Atlases,</p> <p><a href="http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx">http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx</a></p>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Economics: Understanding cartels</li> <li>• IB Geography: Geopolitics of petroleum</li> <li>• IB Music: Historical background for works of music, music as a form of propaganda</li> <li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Alternative interpretations of historical events; competing claims of Israelis and Arabs to the land; multiple perspectives</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam paper is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups / review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>



## IB History SL/HL (Year Two)

<b>Theme</b>  Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.	
<b>Strand    History</b>	
<b>Topic    <i>Ongoing Conflict in the Middle East</i></b>  The Camp David Accords did not produce a lasting general peace, as the PLO stepped up its violence against Israel, but the ongoing changing dynamics of world public opinion and geopolitics soon found Israel under more pressure to negotiate, which bore fruit during the 1990s with additional agreements. The path to a two-state solution seemed open until 2000, when new violence erupted and escalation on both sides led to another breakdown of the peace process.	<b>Pacing</b>  Weeks 30-31 of Year Two; Weeks 32-36 will be dedicated to review for the IB History SL/HL exam and the administration of IB exams
<b>Content Statement</b>  <b>1. <i>The rise of radical Islam during Iran's Revolution created a new set of influences that energized some elements of the Palestinian Movement and confronted Israel with additional threats. Pressure from the PLO triggered Israeli responses that increasingly put Israel on the bad side of world public opinion, while the end of the Cold War, new alliances, and the value of Arab oil made Israel a less important ally to the United States. The U.S. thus pressured Israel to reopen negotiations, including direct negotiations with the PLO. The result was a series of 1990s peace agreements.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain the rise of radical Islam and analyze its influence on the</li> </ul>	<b>Content Elaborations</b>  In Iran, a revolution against Western influence and the tyranny of the Shah gave rise to a radical form of Islam, Jihadism, that inspired Palestinians and Lebanese Muslims. The PLO continued to stage guerilla raids on Israel from its bases in southern Lebanon, and Palestinian youth also attacked Israeli police; both actions provoked forceful responses from the Israelis, but world public opinion began to turn, especially against Israeli police responses to the youth uprising, called Intifada. The end of the Cold War and the rising threat of Iraqi aggression saw the U. S. form new alliances with former Soviet-aligned Arab states, and U. S. dependence on Arab oil also fueled these alliances. The U. S. thus began to pressure Israel to negotiate with the Palestinians and the result was the Oslo Accords, which saw the Palestinians recognize Israel's right to exist and pledge to abandon terrorist activities in return for incrementally-

## IB History SL/HL (Year Two)

<p>Arab-Israeli peace process.</p> <ul style="list-style-type: none"> <li>• I can evaluate PLO strategy during the 1980s and the Israeli response.</li> <li>• I can examine the conditions that led to the opening of direct negotiations between Israel and the PLO.</li> <li>• I can outline the terms of the Oslo Accords and Israel's treaty with Jordan, and describe reactions among Israelis and Arabs.</li> </ul> <p><b>2. <i>The fragmentation of the Palestinian statehood movement into moderate and radical factions and the hardening of Israeli positions produced a new round of Palestinian violence and Israeli response that has largely ruined new chances for peace. The entire Arab-Israeli Peace Process has been subsumed into a conflict between the West and racial Islamists.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the reasons for the failure of the Camp David Summit of 2000.</li> <li>• I can analyze the positions and associated strategies of the factions of the Palestinian statehood movement.</li> <li>• I can evaluate the strategies of Israel for managing the new round of Palestinian violence.</li> <li>• I can explain the ongoing threats made by radical Islamists against the Western world and evaluate the West's responses.</li> <li>• I can analyze the impact of the conflict between radical Islam and the West on the Arab-Israeli peace process.</li> </ul>	<p>growing self-rule in Gaza and the West Bank. The emergence of a moderate Palestinian Authority suggested that the establishment of a Palestinian state in peaceful coexistence with Israel seemed within reach.</p> <p>The Palestinian Authority was fragmenting, however, as radicals who wanted no peace with Israel sought to derail the peace process. Their pressure may have led to Yasser Arafat's decision to reject generous Israeli concessions during the 2000 Camp David Summit, and the emboldened radicals -- led by Hamas, Islamic Jihad, and the Al Asqa Martyrs -- launched a Second Intifada later that year. This intifada was characterized by suicide bombings that killed dozens of Israelis at a time, and Israeli voters responded by electing the hard-liner Likud party and Ariel Sharon. Sharon launched military operations to suppress Palestinian radicals, but in doing so enflamed many former moderates against Israel; he also ordered the construction of a security barrier that helped reduce suicide bombings. Sharon also re-opened negotiations with the moderates, led by Mahmoud Abbas. Moderation, however, was a decreasingly popular position, as the emergence of the radical Islamist terrorist organization al Qaeda inspired many who sought to rid the Muslim world of Western influences. The 9/11/2001 mass terror attacks initiated a seemingly open-ended conflict between radical Islam and the West.</p> <p>In this context, difficult issues, like Israeli settlements, right of return, and the status of Jerusalem seem all the more intractable, calling into question the prospects for a long-term Arab-Israeli peace settlement.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Iranian Revolution</li> <li>• Shia / Sunni Muslims</li> <li>• Iran Hostage Crisis</li> <li>• Jihadism</li> <li>• PLO camps in southern Lebanon</li> <li>• Israeli invasion of Lebanon</li> <li>• Battle for Beirut</li> <li>• PLO removal to Tunisia</li> <li>• Raids of Sabra and Shatila</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• assess to what extent</li> <li>• evaluate</li> <li>• examine</li> <li>• explain</li> <li>• outline</li> </ul>

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- Hezbollah
- Condition of Palestinians
- curfews
- roadblocks / checkpoints
- Israeli settlements
- Intifada
- Iran-Iraq War
- Gulf War of 1991
- PLO support for Iraq
- Oslo Accords
- Palestinian Authority
- self-rule in Gaza & Jericho
- Israel-Jordan peace treaty
- self-rule in West Bank
- Ayatollah Ruhollah Khomeini
- Mohammed Reza Shah Pahlavi
- Jimmy Carter
- Ariel Sharon
- Saddam Hussein
- George H. W. Bush
- Yitzhak Rabin
- Shimon Peres
- Yasser Arafat
- Camp David Summit of 2000
- Hamas
- Islamic Jihad
- Al Asqa Martyrs Brigade
- Second Intifada
- al Qaeda
- 9/11 mass terror attacks
- Global War on Terror
- Operation Enduring Freedom
- Operation Iraqi Freedom
- Iraqi reconstruction
- Sunni insurgency

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- al Qaeda in Iraq
- Anbar Awakening
- “troop surge”
- Madrid rail bombings
- London subway bombings
- Israeli incursions into Gaza
- Security barrier
- Road Map
- 2006 Palestinian election
- Expulsion of Fatah from Gaza
- Israeli invasion of Lebanon
- Israeli incursions into Gaza
- Operation Neptune Spear
- Palestinian bid for UN
- membership
- right of return
- settlements
- status of Jerusalem
- Temple Mount
- Benjamin Netanyahu
- Osama bin Laden
- George W. Bush
- Saddam Hussein
- Muqtada al-Sadr
- Abu Masab al-Zarqawi
- Mahmoud Abbas (abu Mazan)
- Barack Obama

### Formative Assessments

To assess students’ comprehension of the text, students will be required to create a chapter outline or synopsis weekly that measures their comprehension of the major people, events, and trends that characterize the era or theme being studied during that portion of the unit. They may be quizzed or required to produce a written response to prompt. Evidence of students’ miscomprehension or lack of comprehension is addressed by the

### Summative Assessments

Because IB History SL/HL students may choose to take the AP European History exam at the end of Year One, summative assessment must reflect components of both the AP European History exam and the IB History SL/HL exam papers. Students will therefore be required to complete a series of multiple choice questions that are modeled after those which will appear on the AP European History Exam. In these, more than one plausible response is provided, and the

## IB History SL/HL (Year Two)

<p>teacher in subsequent lessons.</p> <p>To assess students' mastery of in-class instruction, students will be required to complete short assignments that address each learning target (or perhaps groups of no more than two or three closely-related learning targets at a time) as it is completed. These assignments will employ IB command terms, and feedback will include information about the extent to which each command term has been fulfilled as well as information related to the completion of the learning target. Scores of 0-4 will represent: 4 = fulfillment of all command terms with complete and accurate information; 3 = fulfillment of all command terms with some gaps or errors in information; 2 = at least one command term is not fulfilled <u>or</u> there are significant gaps or errors in information; 1 = at least one command term is not fulfilled <u>and</u> there are significant gaps or errors in information; 0 = no attempt. Students may re-submit formative assessment assignments with revisions based on feedback and receive higher scores until the day that the unit summative assessment is administered.</p>	<p>student must distinguish the correct response from among the merely plausible. They will also be required to complete a series of written items that employ IB command terms, reflect IB expectations for rigor in expressing mastery of content and concepts, and approximate (in point values and time allowed) the experience of taking the IB History exam papers. When practical, authentic IB exam items from past IB History exams may be used, but it is not necessary. Summative assessments should be graded using markschemes that are similar to those used by IB examiners to grade IB History exam papers; these may be developed by the teacher using past markschemes as examples. Among these written items, students will be required to complete essays that integrate content and concepts from throughout the unit into a coherent written argument. In the case of a document-based question, the student is required to also integrate evidence from a series of provided primary sources, analyzing the documents using the IB History OPVL (origin, purpose, value, limitations) analytical framework.</p>
<p><b>Resources</b></p> <p>Bottaro, Jean, <u>History for the IB Diploma: The Arab-Israeli Conflict 1945-1979</u>  Fordham University, Internet Modern History Sourcebook: Middle East since 1944, <a href="http://www.fordham.edu/Halsall/mod/modsbook54.asp">http://www.fordham.edu/Halsall/mod/modsbook54.asp</a>  GlobalSecurity.org, Cold War Era Military Operations, <a href="http://www.globalsecurity.org/military/ops/coldwar-ops.htm">http://www.globalsecurity.org/military/ops/coldwar-ops.htm</a>  GlobalSecurity.org, The World at War, <a href="http://www.globalsecurity.org/military/world/war/">http://www.globalsecurity.org/military/world/war/</a>  Kissinger, Henry, <u>Diplomacy</u>  Lewis, Bernard, <u>The Middle East</u>  Manchester, William, <u>The Glory and the Dream</u>  Middle East Policy Council, Arab-Israeli Conflict, <a href="http://www.mepc.org/topics/arab-israeli-conflict">http://www.mepc.org/topics/arab-israeli-conflict</a>  Quandt, William, <u>Peace Process: American Diplomacy and the Arab-Israeli Conflict sine 1967</u>  Schell, Jonathan, <u>The Unconquerable World</u>  Smith, Charles D., <u>Palestine and the Arab-Israeli Conflict: A History with Documents</u>  Todd, Allan, <u>History for the IB Diploma: The Cold War</u>  United States Military Academy, Atlases,</p>	<p><b>Enrichment Strategies</b></p> <p>Due to the nature of the IB History curriculum, it is difficult to envision an approach to enrichment. The course is taught with the expectation that its content and standards for performance are equivalent to those of a first-year college survey course, and students who choose to enroll this course do so in anticipation that the course, in and of itself, is an enrichment of their education in history. Opportunities for enrichment lay in students' choices to expand specific inquiries in each unit and in the instructors' freedom and flexibility (given the additional instructional hours built into this course beyond the minimum required by IB) to allow for additional days to indulge that expanded inquiry. IB Diploma Programme Students may also choose to focus their Historical Investigation or even their Extended Essay on one of the topics from any unit. Students may also choose to read the complete versions of texts (including primary sources) referenced during the course, with the encouragement and support of the instructor.</p>

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<a href="http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx">http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx</a>	
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Literature: Historical background for works of literature; writing analytical essays</li> <li>• IB Economics: Understanding cartels</li> <li>• IB Geography: Geopolitics of petroleum</li> <li>• IB Music: Historical background for works of music, music as a form of propaganda</li> <li>• IB Visual Arts: Historical background for works of art and architecture; arts and architecture as forms of propaganda</li> <li>• IB Extended Essay: Opportunities for Extended Essay topics</li> <li>• IB Theory of Knowledge: Alternative interpretations of historical events; competing claims of Israelis and Arabs to the land; multiple perspectives</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In IB courses, linking the daily instructional effort to the long-term goal of success on IB History exam paper is probably the most important intervention needed. It is therefore important to: (1) develop daily skills that will allow students to summarize and organize the information they will need to be successful on exams; (2) teach students to develop a systematic approach to exam preparation; (3) provide extra assistance with exam preparation in the form of student- or teacher-led study groups / review sessions. For students who struggle to read, it is advised that instructional time (when practical) and/or “outside-the-classroom” time (when necessary) be used to piece together the meanings of difficult academic, statistical, or policy-related texts. When available, alternative texts or summaries of difficult texts may be provided to students whose reading deficiencies are significant. IB Diploma Programme Students are strongly advised to maximize their use of “IB Advisory” period to seek individualized support from their IB teachers.</p>

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<b>Theme</b>  Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Personal Financial Literacy/Building Wealth: Savings and Investing</i>  (This unit is appended to all IB Group 3: Individuals and Societies courses to facilitate students' completion of the IB Diploma Programme; it fulfills the State of Ohio's requirement that all students receive instruction in Personal Financial Management as a condition of graduation. The standards completed herein are developed directly from those included by the Ohio Board of Education as part of the Economics and Financial Literacy syllabus adopted as part of Ohio's College- and Career-Ready Academic Content Standards.)	<b>Pacing</b>  Week 37 (meeting during both the period designated for IB Geography and the period designated for Theory of Knowledge since Theory of Knowledge will be complete by Week 34)
<b>Content Statement</b>  <b>1. <i>Wealth is built through the process of creating a budget, building savings and learning to invest.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can explain the 3 basic reasons for saving money.</li> <li>• I can identify and explain the benefits of having an emergency fund.</li> <li>• I can explain how compound interest works.</li> <li>• I can explain the benefits of 3-6 months expenses saved.</li> <li>• I can explain the need to diversify my investments and the interaction with risk.</li> <li>• I can explain the need for discipline in building wealth.</li> <li>• I can explain risk tolerance with my investments.</li> </ul>	<b>Content Elaborations</b>  Building wealth is a very important concept for all Americans. Focus here is how to accurately build a budget and plan for unexpected expenses, while also allocating money for the future. Techniques and strategies are used to deal with financial security, retirement savings, investment accounts, personal risk tolerance, college savings, and overall planning for emergencies as well as future wants.  Concepts such as emergency fund and planning for uncertain times are addressed in this unit. Investment options include, but are not limited to: passbook savings, CDs, money market, stocks, mutual funds, 401(k)-corporate match, 403(b), 529, Roth IRA and other investment vehicles.

## IB History SL/HL (Year Two)

<ul style="list-style-type: none"> <li>• I can define the following investment types: Basic savings/checking, money market, CDs, bonds stock, mutual funds, real estate, and commodities.</li> <li>• I can evaluate risk in relation to time horizon and age.</li> <li>• I can explain pre/post tax investments...benefits and limitations.</li> <li>• I can explain the following investment options: 401(k), 403(b), 529, Traditional IRA, Roth IRA.</li> <li>• I can explain a 401(k) match.</li> <li>• I can explain Social Security and private pensions.</li> <li>• I can explain the value and need for a budget.</li> </ul>	<p>The concept of simple interest vs. compound interest is also examined. Current incentives or programs will be discussed. Market timing vs. dollar cost averaging and short term vs. long term investments will be covered.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Compound Interest</li> <li>• Emergency Fund</li> <li>• Interest Rate</li> <li>• Money Market</li> <li>• Murphy's Law</li> <li>• Bonds</li> <li>• C.D.</li> <li>• Diversification Dividend</li> <li>• Investments</li> <li>• Growth Stock Mutual Fund</li> <li>• Liquidity</li> <li>• Money Market</li> <li>• Mutual Fund</li> <li>• Portfolio</li> <li>• Risk Tolerance</li> <li>• Savings Account</li> <li>• Single Stock</li> <li>• Speculative</li> <li>• Track Record</li> <li>• 401(k)</li> <li>• 403(b)</li> <li>• 529</li> <li>• IRA</li> <li>• Pre-Paid Tuition</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• apply</li> <li>• compare/contrast</li> <li>• define</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• examine</li> <li>• explain</li> <li>• list</li> </ul>



## IB History SL/HL (Year Two)

<ul style="list-style-type: none"> <li>• Rollover</li> <li>• Roth IRA</li> <li>• Timeframe</li> <li>• Pre/Post Tax Investment</li> <li>• Financial Discipline</li> </ul>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Pre-tests (graded but not recorded)</li> <li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>• “Thumbs-up, thumbs-down” by students to indicate their sense of understanding</li> <li>• Pose questions to individual students ongoing during course of lesson</li> <li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>• Seek quick individual student responses on white boards</li> <li>• Seek quick choral responses from the whole group of students</li> <li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Traditional unit test</li> </ul>
<p><b>Resources</b></p> <p><u>Econ Alive!: The Power to Choose</u>, by Teacher’s Curriculum Institute</p>	<p><b>Enrichment Strategies</b></p> <p>Every unit has a current event presentation requirement. Each current event must apply to the current unit of focus. Students will also analyze news topics and current economic news both domestically and internationally.</p> <p>Financial Planners will speak during this unit.</p>

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<b>Integrations</b> <ul style="list-style-type: none"><li>• IB Mathematics: Charts and diagram reading; analysis of data examples and models</li></ul>	<b>Intervention Strategies</b> <p>In addition to IEP and 504 requirements:</p> <ul style="list-style-type: none"><li>• Review sessions prior to unit test</li><li>• One-on-one instruction and small group before, after school and during prep periods</li><li>• Preferential seating</li><li>• Extended deadlines where appropriate</li><li>• IAT referral</li></ul>
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## IB History SL/HL (Year Two)

<b>Theme</b> <p>Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.</p>		
<b>Strand    History</b>		
<b>Topic    Personal Financial Literacy/Credit and Debt</b> <p>(This unit is appended to all IB Group 3: Individuals and Societies courses to facilitate students' completion of the IB Diploma Programme; it fulfills the State of Ohio's requirement that all students receive instruction in Personal Financial Management as a condition of graduation. The standards completed herein are developed directly from those included by the Ohio Board of Education as part of the Economics and Financial Literacy syllabus adopted as part of Ohio's College- and Career-Ready Academic Content Standards.)</p>	<b>Pacing</b> <p>Week 38 (meeting during both the period designated for IB Geography and the period designated for Theory of Knowledge since Theory of Knowledge will be complete by Week 34)</p>	
<b>Content Statement</b> <p><b>1.    <i>Credit and loans when used wisely and responsibly can be beneficial in providing financial opportunities and establishing future credit worthiness, but also pose dangers of mismanagement and debt.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can list the various dangers of debt.</li> <li>• I can list at least three myths of debt.</li> <li>• I can discuss at least four different types of loans for consumers.</li> <li>• I can explain how banks work and make money.</li> <li>• I can contrast the differences between a credit and debit card.</li> <li>• I can explain the value, importance and desire for a good FICO score.</li> <li>• I can identify good practices to enhance my FICO score.</li> </ul>	<b>Content Elaborations</b> <p>Credit and debt is a very important unit that addresses a real need in American society. Personal loans, credit cards, debit cards, college loans, mortgages, auto loans, payday lenders, are all key concepts addressed in this unit. Minimum payments, along with loan terms will be discussed. The concepts of equity and being "upside down" in an asset that depreciates in value will be addressed. Current economic trends or examples will be used on a daily basis. Analysis of bubbles and consumer debt on the overall health of the economy will offer perspective as it relates to personal choices and behaviors.</p> <p>Credit worthiness and practices that encourage such are addressed here. FICO score and the three credit reporting bureaus are examined, along with formulas for higher credit scores. Techniques and tools for managing debt,</p>	

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<ul style="list-style-type: none"> <li>• I can identify bad consumer practices that decrease my FICO score.</li> <li>• I can identify the three major credit reporting agencies.</li> <li>• I can identify various signs of identity theft.</li> <li>• I can list steps in combatting identity theft.</li> </ul>	<p>while encouraging as little borrowing as possible are covered. Identity theft and privacy protections are also covered in this unit. Emphasis is given to the rise of white collar crime and the explosive nature of identity theft and electronic hacking.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Mortgage</li> <li>• ARM/Fixed</li> <li>• Principle/Interest</li> <li>• Home Equity</li> <li>• Consumer Loan</li> <li>• Installment Loan</li> <li>• Appraisal</li> <li>• Lease</li> <li>• Grace Period</li> <li>• Foreclosure</li> <li>• Depreciation</li> <li>• Financing</li> <li>• Buyer's Remorse</li> <li>• Impulse Purchase</li> <li>• Same as cash</li> <li>• Debt Snowball</li> <li>• Annual Fee</li> <li>• Depreciation</li> <li>• Loan Term</li> <li>• Opportunity Costs</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• apply</li> <li>• compare/contrast</li> <li>• define</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• explain</li> <li>• examine</li> <li>• list</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Pre-tests (graded but not recorded)</li> <li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>• "Thumbs-up, thumbs-down" by students to indicate their sense of understanding</li> <li>• Pose questions to individual students ongoing during course of lesson</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Traditional unit test</li> </ul>

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<ul style="list-style-type: none"> <li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>• Seek quick individual student responses on white boards</li> <li>• Seek quick choral responses from the whole group of students</li> <li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	
<p><b>Resources</b></p> <p><u>Econ Alive!: The Power to Choose</u>, by Teacher’s Curriculum Institute</p>	<p><b>Enrichment Strategies</b></p> <p>Every unit has a current event presentation requirement. Each current event must apply to the current unit of focus. Students will also analyze news topics and current economic news both domestically and internationally.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>• IB Mathematics: Charts and diagram reading; analysis of data examples and models</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In addition to IEP and 504 requirements:</p> <ul style="list-style-type: none"> <li>• Review sessions prior to unit test</li> <li>• One-on-one instruction and small group before, after school and during prep periods</li> <li>• Preferential seating</li> <li>• Extended deadlines where appropriate</li> <li>• IAT referral</li> </ul>

## IB History SL/HL (Year Two)

<b>Theme</b>  Having established in IB History SL/HL Year One a working knowledge of European history to serve as the essential context for understanding 20th-21st Century World History, and having developed the basic skills employed by historians to analyze documents, students' experience in IB History SL/HL Year Two will be more intense in multiple ways. First, the focus of historical study becomes more intense as it narrows from the first 500 years to the most recent 50 years. Second, the expectation for students to engage in global thinking grows in intensity as the scope shifts from Europe to the world. Third, the development of historical thinking and writing skills intensifies through the introduction of increasingly complex historical tasks, culminating in the Historical Investigation, a work that includes historical research. All of this is to emphasize to students that history is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without providing definitive answers. It involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social.	
<b>Strand    History</b>	
<b>Topic    <i>Personal Financial Literacy/Risk Management—Insurance—Taxes</i></b>  (This unit is appended to all IB Group 3: Individuals and Societies courses to facilitate students' completion of the IB Diploma Programme; it fulfills the State of Ohio's requirement that all students receive instruction in Personal Financial Management as a condition of graduation. The standards completed herein are developed directly from those included by the Ohio Board of Education as part of the Economics and Financial Literacy syllabus adopted as part of Ohio's College- and Career-Ready Academic Content Standards.)	<b>Pacing</b>  Week 38 (meeting during both the period designated for IB Geography and the period designated for Theory of Knowledge since Theory of Knowledge will be complete by Week 34)
<b>Content Statement</b>  <b>1. <i>Insurance is the transferring of risk to a third party. Individuals may protect their personal assets and wealth through the process of acquiring various insurance products.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>I can explain and describe all critical parts of an Auto Insurance Policy.</li> <li>I can explain and describe all critical parts of a Home Owners and Renters Insurance Policy.</li> <li>I can explain the differences between Term and Whole Life Insurance products.</li> <li>I can evaluate the need for life insurance and life insurance as an investment vehicle.</li> </ul>	<b>Content Elaborations</b>  This unit will examine why insurance is needed at various levels and types. Examination of home-owners and renters, auto, health, disability, and different types of life insurance. Concepts of over-insured and under-insured will be covered and detailed. Key terms and concepts such as premium, coverage, liability, and deductible will be thoroughly addressed. Behaviors and life practices will be the focus on how to reduce risk and possibly insurance coverage too. The role and care for dependents will be addressed as it relates to insurance policies in the market place.  Taxes are also a focus in this unit. Students will learn how to interpret their paycheck and evaluate their earnings and overall deductions. Examination of sample W-2s, W-4s, and 1040 forms will be completed. Government

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<ul style="list-style-type: none"> <li>• I can explain how Health Insurance Policy is acquired and used.</li> <li>• I can describe the difference between Disability Insurance and Long Term Care Insurance.</li> </ul> <p><b>2. Individuals are subject to taxation by federal, state, and local agencies. Individuals can assess and manage the impact of taxes by understanding earnings statements, the W-4, W-2, and 1040 forms.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can explain the details and purpose of the Federal Income Tax.</li> <li>• I can explain the details of State and Local Income/Property/Sales Tax.</li> <li>• I can explain how tax dollars are spent and spending priorities.</li> <li>• I can explain withholding and the W-4, as well as information in the W-2.</li> <li>• I can describe “doing your taxes” and National Tax Day.</li> </ul>	<p>expenditures and revenues will also be examined here, along with the current imbalance of our budget deficit.</p>
<p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Deductible</li> <li>• Automobile Claim</li> <li>• Personal Liability</li> <li>• Umbrella Policy</li> <li>• Replacement Cost</li> <li>• Comprehensive</li> <li>• Collision</li> <li>• Uninsured Motorist</li> <li>• Underinsured Motorist</li> <li>• Claim Insurance</li> <li>• Premium</li> <li>• VIN</li> <li>• Long Term Care Insurance</li> <li>• Renters Insurance</li> <li>• Co-Pay</li> <li>• Level Term</li> <li>• HSA</li> <li>• Mortgage Insurance</li> <li>• Term Insurance</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• apply</li> <li>• compare/contrast</li> <li>• define</li> <li>• describe</li> <li>• discuss</li> <li>• evaluate</li> <li>• explain</li> <li>• examine</li> <li>• list</li> </ul>

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<ul style="list-style-type: none"> <li>• Whole Life Insurance</li> <li>• Beneficiary</li> <li>• Tax Withholding</li> <li>• National Tax Day</li> <li>• W-4</li> <li>• W-2</li> <li>• FICA</li> <li>• Payroll Deduction</li> <li>• Social Security</li> <li>• Medicare</li> <li>• Medicaid</li> </ul>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Pre-tests (graded but not recorded)</li> <li>• Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</li> <li>• “Thumbs-up, thumbs-down” by students to indicate their sense of understanding</li> <li>• Pose questions to individual students ongoing during course of lesson</li> <li>• Whole class discussion of lesson with maximum participation; monitor for student understanding</li> <li>• Seek quick individual student responses on white boards</li> <li>• Seek quick choral responses from the whole group of students</li> <li>• “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class</li> <li>• Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period</li> <li>• Exit slip: responses to prompts at the end of the period</li> <li>• Written homework tasks based upon learning targets, with option to make corrections based on feedback</li> <li>• Quiz (graded but not recorded)</li> <li>• SLO pre-assessment</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Traditional unit test</li> </ul>



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<p><b>Resources</b></p> <p><u>Econ Alive!: The Power to Choose</u>, by Teacher's Curriculum Institute</p>	<p><b>Enrichment Strategies</b></p> <p>Every unit has a current event presentation requirement. Each current event must apply to the current unit of focus. Students will also analyze news topics and current economic news both domestically and internationally.</p> <p>Insurance agent speaks to class on various insurance products.</p>
<p><b>Integrations</b></p> <ul style="list-style-type: none"> <li>IB Mathematics: Charts and diagram reading; analysis of data examples and models</li> </ul>	<p><b>Intervention Strategies</b></p> <p>In addition to IEP and 504 requirements:</p> <ul style="list-style-type: none"> <li>Review sessions prior to unit test</li> <li>One-on-one instruction and small group before, after school and during prep periods</li> <li>Preferential seating</li> <li>Extended deadlines where appropriate</li> <li>IAT referral</li> </ul>