

Marietta City Schools

2024–2025 District Unit Planner

Teacher(s)	TOK PLC	Subject group and course	IB CORE THEORY OF KNOWLEDGE		
Course part and topic	UNIT 2: KNOWLEDGE AND HISTORY	SL or HL/Year 1 or 2	Year 2	Dates	3 Weeks
Unit description and texts		DP assessment(s) for unit			
<p>This unit focuses on the required Area of Knowledge: History. It will reflect the following TOK Aims:</p> <ol style="list-style-type: none"> 1. Exposing students to ambiguity and uncertainty. 2. Encourage students to be more aware of their own perspectives and reflect critically on their own beliefs and assumptions. 3. Engage students with multiple perspectives. 4. Prompt students to consider the importance of values, responsibilities and ethical concerns relating to this AOK. <p>All texts can be found on the detailed planning document linked in the Resources section at the end of this planner.</p>		<p>Individual Essay Assignment: Write an essay that addresses one of three prompts that are based on KQs.</p> <ol style="list-style-type: none"> 1. Discuss this statement: It is impossible to know who we are without knowledge of the past? 2. Discuss this statement: It is unfair to judge the people and actions of the past by the standards of today? 3. Discuss this statement: Imagination is more important in history than in any other area of knowledge. 			

INQUIRY: establishing the purpose of the unit

Transfer goals

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

Students will be able to apply their learning in this unit to constructing a balanced response to a Knowledge Question that is based on one of three aspects of Knowledge and History.

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process <i>Highlight any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><u>Students will know the following content:</u></p> <p>A basic definition of history and the challenges in finding certainty in historical study.</p> <p>The role of bias in historical interpretation, as well as how multiperspectivity can help to filter the bias.</p> <p>The difference between historical research and historiography, and how historiography helps to filter bias.</p> <p>The ethical issues of revisionist history, as well as the personal and shared factors that determine what is prioritized in historical instruction.</p> <p><u>Students will develop the following skills:</u></p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> • Lecture • Socratic seminar Small group/pair work • PowerPoint lecture/notes Individual presentations Group

Students will be able to examine historical events critically, identifying bias and limitations.

Students will be able to discern aspects of history that are factual in comparison to those that are interpretative.

Students will be able to discern the ways in which historical knowledge is prioritized based on both personal and shared influences.

Students will grasp the following concepts:

Historical knowledge is based on facts and truth, but is also influenced by bias and personal/shared priorities.

Our historical knowledge establishes our shared context of the world.

There are multiple perspectives that contribute to a full understanding of historical events and people and time periods.

presentations

Student

lecture/leading

Interdisciplinary
learning

Details:

SCOPE

- What is history? What are its parameters?
- Paired activity: what do you think should count as history and what should not? (make a T-chart)
- Evaluate the definition provided. What are the limitations to what is considered historical knowledge?
- Discuss as a class what, then, should be placed in
- The realm of “history”--*there is no need to come to a definitive answer.*
- What creates challenges in gaining certainty about history?
- Video: The Problem of History
- <https://www.youtube.com/watch?v=6-PEVe7mHl0>
- Review of ethical theories + paired evaluation of questionable research (short presentation)

Discussion: Is certainty about the past more difficult to attain than certainty about the present or the future? (students will discuss as pairs or groups, then return to whole class to share their ideas)

o Individual Homework:

https://docs.google.com/document/d/1ba5_3b_pkVigB1E_RucqV088YZLXKSrcmndz92I1-tK0/edit?usp=sharing

PERSPECTIVE

- Discuss Homework to Segue to Perspective:
 - It could be argued that certainty is based on objective knowledge.
 - Results in the need to determine which aspects of history are objective, and which are subjective.
- Paired activity: shared and personal knowledge--factors that might influence the perspective of an historian.
- So what parts of history are objective?
- Reading: Understanding the Role of Bias and Sources
 - After completing the reading, students will discuss with their partner how facts in history are different from interpretations. Students will prepare to share their conclusions with the whole class.

<https://docs.google.com/document/d/1iiHz2H3OkKEiYZgJ7gUPjBeXQPVGN98Sj7Oe4aoma10/edit?usp=sharing>

- Video: History on Trial - Deborah Lipstadt and the fight for historical truth <https://www.youtube.com/watch?v=A5PREFWXTgl&t=151s>
 - The idea that all history is relative just doesn't hold, but perspective does play an important role in how we view events and people from the past.
 - Activity: Point of View vs. Multiperspectivity
 - Discuss the difference between Point of View and Multiperspectivity
 - Students will pair up and evaluate a set of documents using both approaches, and will consider what kinds of questions a Multiperspectivity approach presents that a Point of View approach does not.
- <https://docs.google.com/document/d/1o3WLtKEzsAWKwd>

[vxFDH9PenglBg8mp7-twkk-cJqQE0/edit?usp=sharing](https://www.youtube.com/watch?v=vxFDH9PenglBg8mp7-twkk-cJqQE0/edit?usp=sharing)

METHODS AND TOOLS

- In order to deal with issues that result from perspective and/or bias, historians utilize historiography techniques.
- Historical Research vs. Historiography
- Historical Research:

https://www.youtube.com/watch?v=OOqiNyQVfy_c&t=4s

- Historiography:

https://www.youtube.com/watch?v=pB3xb1_gp4_Y

- Ways to be impartial in the study of history (Power Point)
Textbook Passage Activity: Example passage from textbook:
how impartial is this?

https://docs.google.com/document/d/1kmENPKQKnz_al54ExOVxZVpVckLyls-I514GQNBXbc/edit?usp=sharing

ETHICS

- So considering the perils of bias, and the difficulty of being impartial--even in a textbook--what ethical issues do we need to keep in mind in regards to the study of history?
- Is it ethical to “revise” history? (Power Point)
- Influence of politics on how history is interpreted.
- Revisionist History Activity
<https://docs.google.com/document/d/1m6mgHbTxWyNpyGWFuVWC8vDyLeKrjiHGzhWndLwVAEY/edit?usp=sharing>
- Who determines the version of history we hear?
- Who gets to be a “hero” and what is determined an “atrocious?”
- Influence of Texas or California on US textbooks--NY Times comparison

	<ul style="list-style-type: none"> • https://docs.google.com/document/d/1KPyEXPYP_rGCGvkMpzEmDOQMMJJfsZowCwwB-1ANL1CA/e_dit?usp=sharing <p>Formative assessment:</p> <ul style="list-style-type: none"> • Comparison chart of certainty in history vs. natural science • Review of documents from a point of view approach vs. multiperspectivity approach. • Evaluation of textbook passage to determine level of impartiality • Evaluation of revisionist history examples. <p>Summative assessment:</p> <p>Individual Essay Assignment: Write an essay that addresses one of three prompts that are based on KQs.</p> <ol style="list-style-type: none"> 1. <i>Discuss this statement: It is impossible to know who we are without knowledge of the past.</i> 2. <i>Discuss this statement: It is unfair to judge the people and actions of the past by the standards of today.</i> 3. <i>Discuss this statement: Imagination is more important in history than in any other area of knowledge.</i> <p>https://docs.google.com/document/d/1fS1l3cqL_3k88a6HA9UdsJX3kZ0CaW5iSKn64HdWqlc/edit?usp=sharing</p>
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	<p>Differentiation:</p> <p>Affirm identity—build self-esteem Value prior knowledge</p> <p>Scaffold learning Extend learning</p> <p>Details: This unit will extend the learning that all students have already received in their IB HOTA classes, taking the skills and knowledge they have gained through their history instruction and viewing it through a different lens.</p>
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<p>Approaches to learning (ATL) <i>Highlight any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>
<p>Thinking Social Communication Self-management Research</p> <p>Details: Students will not only reflect on their own perspectives of history, but practice analyzing and evaluating the perspectives of others by differentiating and critiquing historical knowledge as it is presented in the world.</p>

<p>Language and learning <i>Highlight any explicit language and learning connections made during the unit. For more</i></p>	<p>TOK connections <i>Highlight any explicit TOK connections made during the unit.</i></p>	<p>CAS connections <i>Highlight any explicit CAS connections. Provide a brief note in the “details” section explaining how</i></p>
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<i>information on the IB's approach to language and learning, please see the guide.</i>		<i>students engaged in CAS for this unit, if applicable.</i>
<p>Activating background knowledge Scaffolding for new learning</p> <p>Acquisition of new learning through practice Demonstrating proficiency</p> <p>Details:</p> <p>Details: In this unit students will be reading various passages, as well as conducting their own research in order to evaluate the use of language in the context of historical knowledge.</p>	<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework</p> <p>Details: N/A</p>	<p>Creativity Activity Service</p> <p>Details: N/A</p>
<p>Resources <i>List and link (if applicable) any resources used in this unit.</i></p>		
<p>Resources linked above.</p>		

REFLECTION: considering the planning, process and impact of the inquiry

<p>What worked well <i>List the portions of the unit (content, assessment, planning) that were successful</i></p>	<p>What didn't work well <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i></p>	<p>Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit</i></p>
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The resources we used and the content covered worked well.	No changes	N/A
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Proposed Method of Resolution:	NA
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Acknowledgement

Each member of the PLC must individually acknowledge that they have fulfilled the responsibilities of their role by completing the Curriculum Approval Statement Acknowledgement Form while signed in with their MCS Google Account. This includes having read, reviewed, listed all concerns, and approve of all contents included in the unit planner such as learning materials, resources, content, and assessments referenced. This acknowledgement must be completed by each member of the PLC for each Unit Planner.

All content and materials not included on the Unit Planner and Curriculum Approval Statement are the local school's responsibility (BOE IKB).

Curriculum Unit Approval Statement Acknowledgement Form- <https://forms.gle/A8WYQ6Z64cidCiXj6>