



Marietta City Schools

District Unit Planner

MCS I&S IB 20th Century History (HOTA2)

Unit Title/ Topic	<i>Unit 3 WW2 and the Chinese Civil War Paper 2</i>	Hours	33 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

Compare and contrast the causes, practices and effects of WW2 and the Chinese Civil War.

The topic explores two 20th Century wars., as well as the way in which methods were conducted, including developments of social and economic factors. Examination questions for this topic will require students to make reference to specific wars in their responses, and will require students to make reference to two examples of wars, from two different regions of the world.

All texts can be found on the detailed planning document linked in the Resources section at the end of this planner.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Use of specific terminology in writing</p> <p>Arguable Thesis</p> <p>Build analysis in writing</p> <p>Details: Students will be able to apply their learning from this unit to an evaluation of history that helps prepare them for writing the external assessment, Internal Assessment in IB History , and the Paper 2 Essay. Students will use their knowledge from this unit to answer a prompt that uses the same command terms on the IB Exam.</p>	<p>Category: Collaboration</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will be presenting in class, researching claims, evidence and reasoning, as well as writing multiple times.</p>

Content/skills/concepts		Learning process	
<p align="center"><u>Students will know the following content:</u></p> <p><u>Students will know the following content:</u> Causes: Ideological, political and economic Practices: Technology, strategies, human and economic resources Effects: Success and failure of peacemaking</p> <p><u>Students will develop the following skills:</u> Analysis</p> <p><u>Students will grasp the following concepts:</u> Why do countries go to war? How do countries use resources in war? What are the effects of war?</p>		<p>PowerPoint lecture/notes:</p> <ul style="list-style-type: none"> ● German success on the European Front ● Rise of Mao and the Chinese Civil War <p>Group Debate-</p> <ul style="list-style-type: none"> ● Who was the true MVP <ul style="list-style-type: none"> ○ UK ○ USSR ○ USA ○ Or various resistance movements <p>Details: N/a</p>	
Language and Learning		TOK Connections	
<p>Demonstrating Proficiency</p> <p>Details:</p> <p>Students will have multiple ways to show proficiency in their ability to use the terminology of history correctly and within context. Students will build upon preexisting writing and communication skills. Students will need scaffolding for thesis statements, specific evidence and analysis.</p>		<p>Personal and shared knowledge Ways of knowing Areas of knowledge The knowledge framework <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details: Students will answer, what is a “just” war?</p>	
CAS connections		<p>Creativity Activity Service <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i></p> <p>Details:n/a</p>	
Essential Understandings and Questions			
<p>Factual: What are the main causes of WW2? What are the main causes of the Chinese Civil War?</p>			

Conceptual: How are the practices/methods deployed to win war?

Debatable: To what extent did previous wars lead to WW2?

Assessment Tasks
List of common formative and summative assessments.

DP Assessments	Assessment Objectives	Formative AssessmentS	Formative Assessment	Summative Assessments	Paper 2 Topic 10 Summative Essay:
	<p>Students compare and contrast the causes, practices and effects of these two wars.</p> <p>Students will be able to form a thesis, and build an argument with evidence and analysis.</p>		<p>Formative Assessment</p> <p>Vocab Quiz</p> <p>Formative Assessment</p> <p>Students create arguments and teacher review their CER for the debate</p>		<p>Examine the social and economic factors that led to two 20th Century Wars..</p> <p>Examine the importance of nationalism as a cause for two 20th Century Wars</p> <p>Discuss the relative importance of technology with 2 wars of the 20th Century.</p> <p>To what extent did 2 20th Century wars have a successful peace agreement?</p> <p>Examine the importance of nationalism as a cause for two 20th Century Wars.</p>

Learning Experiences

Add additional rows below as needed

Topic or Content	Learning Experiences	Personalized Learning and Differentiation
Effects of 2 20th Century Wars	Students will participate in a simulation of the Yalta Conference <ul style="list-style-type: none"> ○ Students will take on the role of the US, UK and USSR and negotiate the terms of the end of WW2. 	Students will build upon that knowledge as the unit progresses. Initially, a significant portion of teaching will be direct instruction, but as the unit progresses, students will be responsible for more independent learning with emphasis on drawing conclusions utilizing their knowledge.
Content Resources		
<p data-bbox="91 504 636 528">Causes and Effects of 20th Century Wars Textbook</p> <p data-bbox="91 667 215 691">FROM SGO</p> <p data-bbox="91 767 808 791">Access to IB History: The Causes and Effects of 20th Century Wars.</p>		