



Marietta City Schools

District Unit Planner

IB 20th Century History (HOTA2)

Unit Title/ Topic	<i>Unit 4: Authoritarian States</i>	Hours	<i>20.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

Unit Description and texts

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

Transfer goals/Skills

Skills:

Students' thinking

Research

Communication

Social

Self-management

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

Details:

Approaches to learning (ATL)

Category: Collaboration

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

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

Language and Learning		TOK Connections		CAS connections	
Demonstrating Proficiency Details: Students will demonstrate language proficiency through ID tests before written essays, as a way to provide feedback.		Ways of knowing Details: Students will continue to build upon their understanding historiography and the historical debate surrounding these concepts		Creativity Action Service <i>(Keep those used during the unit. Aim for a variety of approaches to help facilitate learning. Delete those not used and this statement)</i> Details:n/a	
Essential Understandings and Questions					
Factual: What are the main causes of authoritarian dictatorships? Conceptual: How are the practices/methods deployed similar and different? Debatable: To what extent did these authoritarian dictatorships suppress the political rights of their citizens?					
Common Assessment Tasks List of formative and summative assessments.					
DP Assessments	Assessment Objectives Review Paper 2 Topics in preparation of the IB Exams in May.	Formative Assessments	ID Quiz Venn Diagram Evidence Triangle	Summative Assessments	Fact Test (ID of content specific vocabulary) Mock Paper 2
Learning Experiences Add additional rows below as needed.					
Topic or Content		Learning Experiences		Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB	

		Process
Content Resources		
Additional supports in this unit should include: Authoritarian States 2 nd Ed. Michael Lynch https://4.files.edl.io/741b/05/05/19/200606-ca4f38c0-58f8-48cd-8b26-82b13f9b939c.pdf https://www.activehistory.co.uk/Miscellaneous/menus/IB/random_q_generator/ http://www.islandschoolhistory.com/paper-2-authoritarian-states.html		