



Marietta City Schools

District Unit Planner

IB 20th Century History

Unit Title/ Topic	<i>Unit 5: Authoritarian States (Mao)</i>	Hours	<i>20.5 Hours</i>
--------------------------	---	--------------	-------------------

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

This topic explores the rise to power, consolidation, and impact of authoritarian leaders in the 20th century. The emphasis is on understanding both individual leadership and broader structural conditions that made authoritarian regimes possible.

Unit Description and texts

Students will study authoritarian states: with focus on Mao Zedong (Communist China)

- a. Conditions that led to Mao's emergence
- b. Impact of policies and methods of consolidation

Transfer goals/Skills	Approaches to learning (ATL)
------------------------------	-------------------------------------

Skills:

Historical argumentation
 Use of specific evidence and vocabulary in writing
 Awareness and evaluation of multiple perspectives

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.

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.

Some of the opportunities for collaboration include...

- Working together to recreate and simulate the perspectives presented during the Hundred Flowers Campaign Simulation
- Taking on a role of an individual during the Great Leap Forwards vs Cultural Revolution Debate, and then discussing with other students the reasons why the Nazi Party platform was appealing to many different kinds of people
- Collaborating to present ideas to the rest of the class on how Propaganda was a tool of Mao's Authoritarian State.

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>PowerPoint lecture/notes:</p> <ul style="list-style-type: none"> ● Causes of the Chinese Civil War ● Narrative of events from the end of the Civil War ● Effects of the Civil War - political, social, cultural ● Mao Notes Packet <p>Small Group Debates and Activities</p> <ul style="list-style-type: none"> ● Great Leap Forward vs Cultural Revolution Debate ● Hundred Flowers Campaign Simulation <p>Document Analysis:</p> <ul style="list-style-type: none"> ● OPCVL of Mao's Propaganda ● Mao's Propaganda Perspectives Activity <p>Assessments</p> <ul style="list-style-type: none"> ● Formative writing samples ● Unit vocabulary matching quiz ● Modified Paper 2 summative essay

Analysis					
<p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>Mao's Communist Authoritarian State</p> <p>Emergence: social division, economic collapse, political corruption</p> <p>Knowledge Application Evidence based writing/Argumentation</p> <p>Analysis: control over legislation</p> <p>Aims and Goals: Comparative thinking, historical understanding, cause and effect analysis and critical engagement and communication.</p>					
Language and Learning		TOK Connections		CAS connections	
<p>Demonstrating Proficiency</p> <p>Details: Students will demonstrate language proficiency through ID tests before written essays, as a way to provide feedback.</p>		<p>Ways of knowing</p> <p>Details: Students will continue to build upon their understanding historiography and the historical debate surrounding these concepts</p>		<p>Creativity Action Service</p> <p><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 authoritarian dictatorships?</p> <p>Conceptual: How are the practices/methods deployed similar and different?</p> <p>Debatable: To what extent did these authoritarian dictatorships suppress the political rights of their citizens?</p>					
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	Summative Assessments	Fact Test (ID of content specific vocabulary) Mock Paper 2

			<p>Evidence Triangle</p> <p>CER Responses Students will have short, paragraph-style writing assignments from current content to mirror correct writing structure for essays</p> <p>ID Quiz Students will complete a vocabulary matching quiz to assess understanding of unit terminology IBH Hitler and Mao Authoritarian...</p> <p>Notes Packets Students will complete a unit notes packet that is structured to mirror the IB unit standards Mao IBH Paper 2 - Authoritarian ...</p> <p>One-Pagers Students will complete a one-pager that outlines the possible Paper 2 essay questions at the end of the unit; one-pagers ask for an argument, key terms, and a multiple perspective per prompt IBH Paper 2 Prompts</p>		<p>Paper 2 Summative Essay Students will write a Paper 2 style essay and will be scored on the linked rubric below Paper 2 Rubric</p>
--	--	--	--	--	---

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
Mao's Consolidation of Power	Cultural Revolution vs The Great Leap Forward	Process
Mao's Policies	Hundred Flowers Groups	Content

Content Resources

Additional supports in this unit should include:

☐ **Dominguez IBH Mao Authoritarian States 25-26**

Authoritarian States 2nd 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>