

## Diploma Programme subject outline—Group 3: individuals and societies

<b>School name</b>	Spojená škola Pankúchova	<b>School code</b>	061749
<b>Name of the DP subject</b> <i>(indicate language)</i>	History		
<b>Level</b> <i>(indicate with X)</i>	Higher <input checked="" type="checkbox"/>	Standard completed in two years <input type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
<b>Name of the teacher who completed this outline</b>	Grace Sprockett	<b>Date of IB training</b>	N/A
<b>Date when outline was completed</b>	February 2022	<b>Name of workshop</b> <i>(indicate name of subject and workshop category)</i>	N/A

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

**If you will teach history, complete the following chart.**

Prescribed subject	Topics	HL option and sections
The Move to Global War	Causes and effects of 20th-century wars	History of Europe: The French Revolution and Napoleon (1774-1815)
	The Cold War: superpower tensions and rivalries (20th century)	History of Europe: Europe and the First World War (1871 to 1918)
		History of Europe: The Soviet Union and post-Soviet Russia (1924 to 2000)

### 1. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.

- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is			
			45	minutes.		
			In one week there are	5	classes.	
Year 1	Introduction to historiography/the historian's craft; Why it is important to study history; introduction to new political systems of Europe	<ul style="list-style-type: none"> <li>● Influence of context on historical events</li> <li>● Pitfalls of sourcing for conducting historical investigations and writing historical narrative/analysis</li> <li>● Evaluation of sources</li> <li>● Continuity and change: historical patterns and historical concepts</li> <li>● Historical theories</li> <li>● Transition in Europe from feudal system to state power: reemergence of trade; growth of middle class and towns; taxation and independent treasuries and armies</li> </ul>	4 weeks		Formative assessment tasks include: In-class question/Class Discussion Exit Tickets/Bell Ringers Sample historical investigation case study  Summative assessment task: Unit test consisting of a reflective essay on the difficulties faced by historians and/or why we should study history	<i>Causes and effects of 20th-century wars Second Edition</i> textbook by Dailley & Webb  <i>Why is History Important: <a href="http://snhu.edu">Why is History Important? (snhu.edu)</a></i> by O'Connor  Self created Google Slides presentations and handouts

		<ul style="list-style-type: none"><li>• Decline of the influence of the Roman Catholic Church in European affairs: emergence of humanism; entanglement of the Church in secular matters; eruption and expansion of the Protestant</li><li>• Reformation Assertion of limited government in England</li></ul>			
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	<p>History of Europe: the French Revolution and Napoleon (1774-1815)</p>	<ul style="list-style-type: none"> <li>● The Age of Reason and its influence on the French Revolution</li> <li>● Fundamental social, economic, political, causes of the French Revolution</li> <li>● The debt crisis and the outbreak of the French Revolution</li> <li>● The National Assembly's efforts to transform French politics and society</li> <li>● The influence/intervention of foreign states on the French Revolution</li> <li>● Radicalization of the French Revolution</li> <li>● Roles of French social and political groups and how the Revolution impacted their political power</li> <li>● Instability brought on by the Terror, Thermidorean Reaction, and Directory Rise of Napoleon Bonaparte</li> <li>● Bonaparte's domestic</li> </ul>	<p>9 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives In-class questions/Class Discussions</p> <p>Sample essay assessment</p> <p>Sample analyses/case studies</p> <p>Summative assessment task:</p> <p>Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use version of this rubric to grade their own essay and reflect on their writing</p>	<p>Doyle, William. <i>The French Revolution: a very short introduction</i></p> <p>Lefebvre, Georges. <i>The French Revolution</i> (selections)</p> <p>Rude, George. <i>The French Revolution (Introduction – Why was there a revolution in France?)</i></p> <p>Schama, Simon. <i>Citizens! A chronicle of the French Revolution</i> (selections)</p> <p>Bruun, Geoffrey. <i>Europe and the French Imperium 1799-1814.</i> (selection)</p> <p>Cobban, Alfred. <i>Dictatorship – its history and theory.</i> (selection)</p> <p>Johnson, Paul. <i>Napoleon: A life.</i> (selections)</p> <p>Madame de Remusat. <i>Memoirs</i> (selection) <a href="#">Memoirs of Madame de</a></p>
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		<p>policies as First Consul and as Emperor</p> <ul style="list-style-type: none"> <li>● Bonaparte’s foreign policies as First Consul and policies for managing his empire Bonaparte as tactician and strategist; reasons for the collapse of his empire.</li> </ul>			<p><a href="#">Rémusat, 1802-1808.   Library of Congress (loc.gov)</a></p> <p>Wills, Garry. <i>Certain Trumpets</i> (Chapter 4 – Military Leader: Napoleon)</p>
	Europe: Industrialization, urbanization, nationalism	<ul style="list-style-type: none"> <li>● Efforts by Europe’s monarchs to “turn back the clock” and suppress mass movements</li> <li>● Industrialization and urbanization in Europe</li> <li>● Problems in Europe caused by industrialization and urbanization</li> <li>● Reform movements and proletarian radicalism</li> <li>● Origins of cultural and political nationalism</li> <li>● Nationalist revolutions in Europe and the Americas</li> <li>● Failed nationalist revolts in Europe</li> <li>● Unification of Italy Unification of Germany</li> </ul>	4 weeks	<p>Formative assessment tasks include: In -class questions Quizzes (open-note) Sample analyses/case study</p> <p>Summative assessment task: Unit test consisting of a analytical essay on industrialization, urbanization, or nationalism Multiple choice and map questions focused on historical content</p>	<p>Self-created Google Slides presentation and Google Docs handout</p> <p>Colton and Palmer. <i>A History of Europe in the Modern World</i> (Chapters 11 -12)</p> <p>Self -created Google Slides presentation and Google Docs handouts</p>

	<p>History of Europe: Europe and the First World War (1871-1918) / Causes and effects of 20th Century wars</p>	<ul style="list-style-type: none"> <li>● Motives and justifications for European imperialism in the late 19th Century</li> <li>● Imperialism, the “Eastern Question”; German internal politics and the leadership of Kaiser Wilhelm II; Balkan nationalism, Pan-Slavism; contribution of all to outbreak of First World War</li> <li>● Expansion of First World War</li> <li>● Stalemate on the Western Front; nature of trench warfare – tactics and strategy</li> <li>● Impact on civilians: mobilization of human and economic resources via economic planning; suppression of dissent and promulgation of propaganda; civilian casualties</li> <li>● Strengths and weaknesses of the German/Central Powers’ war effort</li> <li>● Collapse of Russia; Russian Revolutions</li> </ul>	<p>11 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses using primary and secondary sources</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions</p> <p>Class Discussions/Debates</p> <p>Summative assessment task: Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3; students to use my version of this rubric to grade their own essay and reflect on their writing</p>	<p>Howard, Michael. <i>The First World War</i>: a very short introduction.</p> <p>Tuchman, Barbara. <i>The Guns of August</i> (Chapters 1-9)</p> <p>Ferguson, Niall. <i>The Pity of War</i> (selection)</p> <p>Geiss, Immanuel. “<i>The Outbreak of the First World War and German War Aims</i>” (selection) <a href="#">The Outbreak of the First World War and German War Aims - Immanuel Geiss, 1966 (sagepub.com)</a></p> <p>Lenin, V. I. “<i>War and Revolution</i>” (selection) <a href="#">Lenin: War and Revolution (marxists.org)</a></p> <p>Keegan, John. <i>The First World War</i>.</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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		<ul style="list-style-type: none"><li>• Reasons for and impact of entry of the U. S.</li><li>• Causes of the defeat of the Central Powers</li><li>• Social, political, and cultural impacts of the war</li><li>• Paris Peace Conference, its results, and reactions of victorious and defeated nations</li></ul>			
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	<p>The move to global war: Italy / Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919- 1945)</p>	<ul style="list-style-type: none"> <li>• Italian dissatisfaction with conduct and outcomes of First World War; founding of Fasci di Combattimento Fascist doctrine and its influence on domestic and foreign policies</li> <li>• Economic, social, and political conditions in Italy; rise of the Fascist Party and Benito Mussolini to power</li> <li>• Initial positioning of Italy as rational, predictable player in European affairs</li> <li>• Reasons for Mussolini’s shift to aggression</li> <li>• Italian invasion of Ethiopia; international response</li> <li>• Italian intervention in Spanish Civil War and invasion of Albania Italian non-belligerency and eventual entry into Second World War</li> </ul>	<p>3 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses using primary and secondary sources</p> <p>In-class question and debates</p> <p>Italy poster completion about the social, economic, and political conditions in Italy comparing and contrasting to modern day</p> <p>Sample assessments based on Paper 1-type questions</p> <p>Summative assessment task: Complete Paper 1</p> <p>*Possible field trip to concentration camp in local area</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Mussolini, Benito. “<i>The Doctrine of Fascism</i>” (selection) <a href="https://www.sjsu.edu/academic/assess/assessments/assessments/microsoft-word-the-doctrine-of-fascism.doc">Microsoft Word - The Doctrine of Fascism.doc (sjsu.edu)</a></p> <p>Kagan, Donald. <i>On the Origins of War and the Preservation of Peace</i> (selection)</p> <p>Kissinger, Henry. <i>Diplomacy</i> (selection)</p>
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	<p>The move to global war: Germany / Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919-1945) Part 1: Nazi doctrine and its impact on policy</p>	<ul style="list-style-type: none"> <li>• German views of the outcome of the First World War and rejection of the dictated peace settlement; founding of the NSDAP Nazi doctrine and its influence on domestic and foreign policies</li> <li>• Economic, social, and political conditions in Italy; rise of the Nazi Party and Adolf Hitler to power</li> </ul>	<p>2 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analysis using primary and secondary documents</p> <p>In-class questions/Class Discussion</p> <p>In class open-note quizzes</p> <p>Sample assessments based on Paper 1-type questions</p> <p>Summative assessment task: Complete Paper 1</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Hitler, Adolf. “<i>Twenty Five Points Program of the NSDAP</i>”  <a href="#">Nazi Party Platform — United States Holocaust Memorial Museum (ushmm.org)</a></p> <p>Hitler, Adolf. Mein Kampf (selection)  <a href="#">Mein Kampf: Hitler's Manifesto   Holocaust Encyclopedia (ushmm.org)</a></p> <p>Shirer, William. <i>The Rise and Fall of the Third Reich</i> (selection)  <a href="#">Revisiting The Rise and Fall of the Third Reich   History   Smithsonian Magazine</a></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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	IA: Historical Investigation (Part One)	<ul style="list-style-type: none"> <li>● Introduction to the requirements and assessment criteria for the HI</li> <li>● Expectations for sourcing</li> <li>● Initial research and formulation of research question</li> <li>● Additional research with focus on the research question; refining the research question</li> <li>● Independent research and creation of working outline and bibliography (summer)</li> <li>● Draft of Section A (summer)</li> </ul>	2 weeks plus expected 10 hours of independent work during the summer break	<p>Formative assessment tasks include:</p> <p>Google Docs used to record insights gained from sources and to explain how these insights influence the student's response to his/her research question</p> <p>Working outline and draft of Section A (noted for completion only; no feedback given at this time)</p> <p>No summative assessment at this time</p>	IB History Course Guide and teacher support materials from IB
Year 2	IA: Historical investigation (Part Two)	<ul style="list-style-type: none"> <li>● Closer examination of assessment criteria for Section B</li> <li>● Additional research and writing</li> <li>● Section B Peer review of Sections A and B; additional research (if necessary) and revision Review of assessment criteria for</li> </ul>	3 weeks	<p>Formative assessment tasks:</p> <p>Grade sample Sections A and B using assessment criteria</p> <p>Peer -review each other's work using assessment criteria</p> <p>Feedback from</p>	IB History Course Guide and teacher support materials from IB

		<p>Section C; writing Section C</p> <ul style="list-style-type: none"> <li>• Submission of full HI draft to instructor for feedback; additional research (if needed) and revision</li> <li>• Submission of final product</li> </ul>		<p>instructor on draft of full HI</p> <p>Summative assessment task: Complete HI</p>	
	Two civil wars: China and Spain / Causes and effects of 20th Century wars	<ul style="list-style-type: none"> <li>• Causes of the Chinese Civil War: resentment of foreign influence; failure of Qing and Kuomintang to successfully govern; Chiang's betrayal of First United Front</li> <li>• Kuomintang and CCP's mobilization of human and economic resources for war; role of foreign powers</li> <li>• Impact of Japanese invasion Role of United States and Soviet Union in second phase of Chinese Civil War</li> <li>• Causes of CCP victory and effects on People's Republic of China, Taiwan, east Asia, and the Cold War</li> <li>• Causes of the Spanish Civil War: social, economic, cultural, political fracturing;</li> </ul>	5 weeks	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions/Class Discussions</p> <p>Sample essay assessment</p> <p>Summative assessment task: Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3</p>	<p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of a Great Power - 1850 to the present</i> (Chapters 8-18)</p> <p>Graham, Helen, <i>The Spanish Civil War: a very short introduction</i>  <a href="#">Spanish Civil War: A Very Short Introduction - Very Short Introductions</a></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>

		<p>Franco's coup</p> <ul style="list-style-type: none"> <li>• Republican and Nationalist mobilization of human and economic resources; role of foreign powers and non-state participants</li> <li>• Causes of the Nationalist victory and effects on Spain and Europe at large in years leading to Second World War</li> </ul>			
	<p>The move to global war: Japan / Causes and effects of 20th Century wars</p>	<p>Emergence of Japanese nationalism and militarism; influence of Japanese interactions with European powers</p> <p>Japan's transition from liberal / internationalist regime to a militant dictatorship</p> <p>Reasons for Japan's acts of aggression against China</p> <p>Japanese invasion of Manchuria and Shanghai in 1931; Chinese and international response Japanese invasion of China in 1937; Chinese and international response</p> <p>Reasons and consequences of Japan's alliance with Germany and Italy</p>	<p>2 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses using primary and secondary sources</p> <p>In-class questions/Class Discussions and debates</p> <p>Sample assessments based on Paper 1-type questions</p> <p>Socratic Seminar</p> <p>Summative assessment task: Complete Paper 1</p>	<p>Rogers and Thomas. <i>The Move to Global War Course Companion</i></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>

		U. S. response to increasing Japanese aggression in east Asia and the Pacific Reasons for Japan's attack on Pearl Harbor; consequences of the attack			
	The move to global war: Germany / Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919-1945)  Part 2: German aggression and international response	Review of how Nazi doctrine influenced German foreign policy; review of German foreign policy from 1919-1933  Reasons for shift from cooperative to aggressive foreign policy  German rearmament and remilitarization of the Rhineland; international responses  Anschluss and demand for German annexation of Sudetenland; international responses  Breakdown of collective security and origins of appeasement; consequences German invasion of Czechoslovakia; international responses – the end of appeasement  German-Soviet Non-aggression Pact; international responses  Outbreak of the Second World War and German domination of its first major military confrontations; success of German blitzkrieg	3 weeks	Formative assessment tasks include:  Google Docs used by students to collect and sort factual evidence and historians' analyses using primary and secondary sources  In-class questions/Class Discussions and debates  Sample assessments based on Paper 1-type questions  Socratic Seminar  Summative assessment task: Complete Paper 1	Rogers and Thomas. <i>The Move to Global War Course Companion</i>  Kagan, Donald. <i>On the Origins of War and the Preservation of Peace</i> (selection)  Kissinger, Henry. <i>Diplomacy</i> (selections)  Self-created Google Slides presentation and Google Docs handouts

	<p>The Second World War Causes and effects of 20th Century wars / History of Europe: Versailles to Berlin – Diplomacy in Europe (1919- 1945)</p>	<ul style="list-style-type: none"> <li>● German overextension: proposed invasion of Great Britain; assumption of Italian war efforts in North Africa and the Balkans; invasion of the Soviet Union</li> <li>● Evolution of American public opinion and the role of the United States in the war in Europe; U. S. entry into the war</li> <li>● Transformation of war on land, sea, and air The Grand Alliance – points of agreement and conflict; strategy to defeat the Axis</li> <li>● Turning of the tide of war in 1942- 43: Battle of Midway; Battle of the Atlantic; Battle of el Alamein; Battles of Stalingrad and Kursk</li> <li>● Allied and Axis countries' mobilization of human and economic resources to sustain their war efforts; effects on civilian populations</li> <li>● Allied offensives: in Italy and France; Eastern Front;</li> </ul>	<p>4 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions/Class Discussions Sample essay assessment</p> <p>Summative assessment task: Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3</p>	<p>Weinberg, Gerhard. <i>The Second World War – a very short introduction</i></p> <p>Murray and Millett. <i>A War to be Won: Fighting the Second World War</i> (selections) <a href="#">Review: [Untitled] on JSTOR</a></p> <p>Gerhard Weinberg. <i>A World at Arms: a Global History of World War Two</i> (selections)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
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		<p>Pacific</p> <ul style="list-style-type: none"> <li>• Causes of the Axis defeat</li> <li>• Allied agreements for future of Germany and rest of Europe; Social, economic, political, and cultural impact on defeated Axis and victorious Allied nations</li> </ul>			
	<p>The Cold War – Superpower tensions and rivalries: The breakdown of the Grand Alliance and the emergence of superpower rivalry in Europe and Asia (1943-1949)</p>	<ul style="list-style-type: none"> <li>• American, Soviet, and CCP ideologies; the influence of ideology in causing the Cold War</li> <li>• Economic interests of the Soviet Union and the U. S. in immediate postwar world; influence of economic interests in causing the Cold War</li> <li>• Leadership decisions of Joseph Stalin, Harry Truman, and Mao Zedong; their influence in causing the Cold War</li> <li>• Acts interpreted by each side as aggressive; their</li> </ul>	3 weeks	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions/Class Discussions Sample essay assessment</p> <p>Summative assessment task: Essays written using IB History SL/HL command terms and</p>	<p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of a Great Power - 1850 to the present</i> (Chapter 18)</p> <p>Gaddis, John Lewis, <i>The Cold War: A New History</i> (Chapters 1 and 3)</p> <p>Zubok, Vladislav, <i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i> (Chapters 1- 3)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>

		<p>influence in causing the Cold War</p> <ul style="list-style-type: none"> <li>Atomic weapons and their influence in causing the Cold War</li> </ul>		assessed using IB assessment criteria for Papers 2 and 3	
	The Cold War – Superpower tensions and rivalries: The U. S., U. S. S. R. and China (1947-1979)	<ul style="list-style-type: none"> <li>Containment: idea behind policy; goals of policy; instances of containment in Europe/Asia; evaluation of policy relative to stated goals and impact on Cold War</li> <li>Korean War: causes, outcomes, impact on Cold War superpower relations and on other nations</li> <li>Peaceful coexistence and brinkmanship: idea behind policies; goals of policies; instances of peaceful coexistence and brinkmanship in Europe/Asia; evaluation of policies relative to stated goals and impact on Cold War</li> <li>Cuban Missile Crisis: causes, outcomes, impact on Cold War superpower relations and on other nations</li> </ul>	3 weeks	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions/Class Discussions</p> <p>Sample essay assessment</p> <p>Summative assessment task: Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3</p>	<p>Fenby, Jonathan, <i>Modern China: The Fall and Rise of a Great Power - 1850 to the present</i> (Chapters 19-21, 24)</p> <p>Gaddis, John Lewis, <i>The Cold War: A New History</i> (Chapters 2, 4-6)</p> <p>Zubok, Vladislav, <i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i> (Chapters 3- 8)</p> <p>Self-created Google Slides presentation and Google Docs handouts</p>

		<ul style="list-style-type: none"> <li>• Nuclear deterrence: idea behind policy; goals of policy; instances of containment in Europe/Asia; evaluation of policy relative to stated goals and impact on Cold War</li> <li>• Reasons for deterioration of SinoSoviet relationship Detente: idea behind policy; goals of policy; instances of containment in Europe/Asia; evaluation of policy relative to stated goals and impact on Cold War</li> </ul>			
	The Cold War – Superpower tensions and rivalries: Confrontation and reconciliation; reasons for the end of the Cold War (1980- 1991)	<ul style="list-style-type: none"> <li>• Impact of Cold War tensions on Germany and China; impact of end of Cold War</li> <li>• Escalation and de-escalation of nuclear arms race; roles of Ronald Reagan and Mikhail Gorbachev</li> <li>• Economic problems of the Soviet Union and Gorbachev’s reforms designed to address these problems; evaluation of Gorbachev’s reforms</li> </ul>	3 weeks	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians’ analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions/Class Discussions Sample essay assessment</p> <p>Summative assessment</p>	<p>Gaddis, John Lewis, <i>The Cold War: A New History</i> (Chapters 6-7)</p> <p>Zubok, Vladislav, <i>A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev</i> (Chapters 9- 10)</p> <p>Saarenberg, Daniel, “<i>Germany at the end of the Cold War: the experience of Reunification</i>” (YouTube video presentation)</p>

		<p>relative to their stated goals and to their impact on the collapse of the Soviet Union and the end of the Cold War</p> <ul style="list-style-type: none"> <li>Ideological challenges and dissent from sources outside the Soviet Union (eastern Europe) and inside the Soviet Union; Gorbachev's reforms designed to address these; evaluation of Gorbachev's reforms relative to their stated goals and to their impact on the collapse of the Soviet Union and the end of the Cold War</li> </ul>		<p>task: Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3</p>	<p>Schell, Jonathan, <i>The Unconquerable World: Power, Nonviolence, and the Will of the People</i></p> <p>Self-created Google Slides presentation and Google Docs handouts</p>
	<p>History of Europe: The Soviet Union and post-Soviet Russia (1924 to 2000)</p>	<ul style="list-style-type: none"> <li>Timeline creation of major events during Soviet Union from 1924 - 2000</li> <li>The major economic, political, and social infrastructures and pitfalls within the Soviet Union</li> <li>Major political leaders and their proposed plans to increase the economic, social, and political strength of the Soviet Union</li> <li>Comparing and Contrasting</li> </ul>	<p>4 weeks</p>	<p>Formative assessment tasks include:</p> <p>Google Docs used by students to collect and sort factual evidence and historians' analyses</p> <p>Graphic organizers and manipulatives</p> <p>In-class questions/Class Discussions Sample essay assessment</p>	<p>Todd, Allen. <i>The Soviet Union and Post-Soviet Russia (1924–2000)</i> (IB Diploma) 2nd Edition</p> <p>Soviet Union Timeline BBC News: <a href="#">Soviet Union timeline - BBC News</a></p>

		of Soviet Union policies between 1924 - 2000 and modern day Russia <ul style="list-style-type: none"> <li>• Field Trip to Russia?</li> </ul>		Summative assessment task: Essays written using IB History SL/HL command terms and assessed using IB assessment criteria for Papers 2 and 3	
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**2. IB internal assessment requirement to be completed during the course**

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

We introduce the internal assessment to students in the middle of March of their first year with some guidance on how to formulate suitable IA topics and research questions. Students are required to submit a formal proposal to the teacher for their chosen topic, in which they outline their topic, along with 3 suitable resources for research. This should be completed by the end of April. The first draft of the paper will be due by the middle of May, in which students will workshop and peer-review their essays. The second draft of their essays are due by the end of August. Their final work will be completed by the end of September.

**3. Links to TOK**

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

Topic	Link with TOK (including description of lesson plan)
The Cold War: superpower tensions and rivalries (20th century)	When looking at the link of TOK and the topic of The Cold War: superpower tensions and rivalries (20th century), we see many opportunities for students to engage with and challenge themselves through the promotion of TOK within the lesson. Specifically, one of the lessons which will be taught will be titled, "The Cold War: What if the Berlin Wall did not fall?" In this particular lesson, students will be engaging in TOK in its entirety, as they critically analyse and assess the ramifications of a different outcome in history. In doing so, the goal of the lesson is to have students question, dispute, and discuss the varying perspectives of the Cold War, and how a simple change of an event could have impacted them in the

	<p>present day. The rough outline of the lesson is as follows:</p> <ol style="list-style-type: none"> <li>1. Bell Ringer: Students discuss political cartoons which showcase both the American and Soviet perspective on the Cold War, answering the question “How does where you live impact your perspective on war?”</li> <li>2. Group Work: Students will be given various primary documents about the fall of the Berlin Wall, in which they will work in groups to discuss and answer questions on the documents, particularly asking themselves, “Is there an alternate explanation?” Students will also discuss the validity of their evidence which they use.</li> <li>3. Class Debate: Students will debate the ramifications of the fall of the Berlin Wall, and the ramifications if it did not fall. In doing so, students will be looking into the “point” of the subject of history, while also looking at alternative explanations/scenarios.</li> </ol>
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#### 4. Approaches to learning

Every IB course should contribute to the development of students’ approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students’ approaches to learning skills (including one or more skill category)
Causes and effects of 20th-century wars	<p><b>Thinking:</b> Students will engage in higher levels of thinking ATL skills throughout their entire History course, as they will develop and maintain critical thinking skills through class discussion, debate, research, in-class projects, analysis of primary and secondary sources, and interpretation of historical events. Students will engage in creative thinking skills as well, through in-class projects, creation of presentations, analysis of varying perspectives, and class discussions.</p> <p><b>Communication:</b> Students will engage in a variety of communication skills within this course, as classes will be student-centred and run in a flipped manner. In doing so, students will be required to come to their lesson prepared to discuss the material, essentially allowing them to focus on developing their own perspectives and ideas surrounding the topics. This will increase student communication in the verbal form. Communication will also be developed through written form, for example, in-class writing prompts, notes, and essays. Some specific examples of communication within the course include, but are not limited to: Class discussion, partner discussions, socratic seminars, KWL charts, 20 questions, presentations, etc.</p> <p><b>Research:</b> Students will engage in constant research throughout this class and topic, as they will use primary and secondary documents to support their ideas and perspectives. Students will learn the importance of valid and qualified research, and how to properly obtain it. During this topic, students will conduct a research project in which they research and choose one person from a war which we have studied, and create a biography on them which they will present to the class. In doing so, students will work on both independent and group research, while also using primary and secondary sources.</p>

#### 5. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from

your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
The Cold War: superpower tensions and rivalries (20th century)	<p>Within the topic of The Cold War: superpower tensions and rivalries (20th century), students will have the opportunity to look at the two varying perspectives of the Cold War, through the eyes of the Americans and the eyes of the Soviets. In one particular lesson, titled “Who is right?: The Varying Perspectives of the Cold War ” students will compare and contrast the American and Soviet point of view on the Cold War, including the social, economic, and political consequences to their countries and the world if the other was to prevail. Students will analyse the two different cultural perspectives from viewpoints of each countries’ leaders, military leaders, and social classes. In doing so, students will not only be comparing and contrasting the two countries’ perspectives, but also the varying perspectives of the countries’ citizens themselves. The outline of the lesson is as follows:</p> <ol style="list-style-type: none"> <li>1. Bell Ringer: Watching and discussing President Reagan’s “Tear Down the Wall Speech” and comparing it to</li> <li>2. Class Discussion on who had more to gain and lose from the Cold War</li> <li>3. Read articles on American and Soviet perspective on Cold War</li> <li>4. Group Research: Soviet Union vs. America—students will research the president, top military leaders, and social class (provided by teacher) from their assigned country.</li> </ol> <p>Resources which will be used:</p> <ol style="list-style-type: none"> <li>1. <a href="#">155185.pdf (wilsoncenter.org)</a> Speech by Mr. Khrushchev, Chairman of the Council of Ministers of the Union of Soviet Socialist Republics, at the 869th Plenary Meeting of the 15th Session of the United Nations General Assembly</li> <li>2. <a href="#">“Tear Down This Wall”   National Archives</a> “Tear Down the Wall” Speech by Ronald Reagan</li> <li>3. Textbook “Causes and Effects of 20th Century Wars”: <a href="#">Hodder Education IB Diploma resources</a></li> <li>4. <a href="#">Historical analysis of the Cold War   eHISTORY (osu.edu)</a></li> <li>5. <a href="#">Comparative perspectives on the Cold War : national and sub-national approaches (ka.edu.pl)</a></li> </ol>

**6. Development of the IB learner profile**

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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The Cold War: superpower tensions and rivalries (20th century)	<p>Throughout this unit, students will develop many of their IB Learner Profile attributes. As a class, we will focus on thinkers, inquiries, open-mindedness, and reflection. In this unit, students will be engaging with multiple perspectives, higher levels of critical and creative thinking, varying ideas and opinions, and reflecting on how their lives would be different if the Cold War did not occur/end how it did. Students will be engaged in the following, which help to develop the aforementioned IB Learner Profiles:</p> <ol style="list-style-type: none"> <li>1. Class Discussion/debates</li> <li>2. Socratic Seminars</li> <li>3. Group and Individual research and project-based learning</li> <li>4. Class Notes</li> <li>5. Comparing and Contrasting multiple perspectives on historical events</li> <li>6. Crossover Learning</li> <li>7. Analysis of primary and secondary sources</li> <li>8. Context-based learning</li> </ol>
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## 7. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

Instructional materials and other resources are available in the school library for the students, including the textbooks. Copies are made for students if they need them. The school library boasts a large quantity of high quality materials and resources for the students to use throughout the course, as well as a computer lab with access to online research opportunities.

Students have plenty of opportunities to access resources beyond the school as well, including a public library system and collegiate library system within Bratislava. If students have a library card, (which they will be required to obtain) they will have unlimited access to the resources within the library systems of both the Bratislava public libraries (which consist of 7+ libraries within a 20 mile radius of the school) and The University of Bratislava library.

If necessary, the school has allocated within its budget the ability to purchase more materials and resources.

