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| Diploma Programme subject outline—Group | | | | | | | | | | |
| **School name** | Downtown Magnets HS | | | | | | **School code** | 006435 | | |
| **Name of the DP subject** | IB History | | | | | | | | | |
| **Level** |  |  |  | |  |  | | |  |  |
| Higher | HL | Standard completed in two years | |  | Standard completed in one year \* | | |  |  |
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| **Name of the teacher who completed this outline** | Ryan Berba | | | **Date of IB training** | | | June 2019 | | | |
| **Date when outline was completed** | 8/9/2020 | | | **Name of workshop** | | | Lake Tahoe | | | |

1. **Course outline**

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| **Prescribed Subject** | **Topics:** | **HL Option and Sections** |
| Civil Rights and Protest | Causes and Effects of 20th Century Wars | European Explorations and Conquests (1492-1600) |
|  | Rise of Authoritarian States | Colonial Government in the New World (1500-1800\_ |
|  |  | Slavery in the New World (1500-1800) |
|  |  | Religion in the New World (1500-1800) |
|  |  | Independence Movements (1763-1830) |
|  |  | Nation Building and Challenges (1780-1870) |
|  |  | US Civil War: Causes, course and effects (1840-1877) |
|  |  | Development of Modern Nations (1880-1929) |
|  |  | Emergence of Americas in the Global Affairs |
|  |  | Great Depression and the Americas (mid 1920s-1939) |
|  |  | The Second World War and the Americas (1933-1945) |
|  |  | The Cold War and the Americas (1945-1981) |
|  |  | Civil Rights and Social Movements in the Americas Post 1945 |

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|  | **Topic/unit**  (as identified in the  IB subject guide)  State the topics/units in the order you are planning to teach | **Content** | **Alignment to Standards** | **Assessment**  **Tests-40%**- Composed of long essay questions Paper 1, Paper 2, and Paper 3. Assessments are in class. Also utilizes multiple choice stimulus based exams that prepare students for paper 1  **Essays-40%**Take home essays that use paper 2 and 3 rubric  **Classwork10%-**Socratic seminar,primary source work, class simulations  **Homework 10%-**individual notecards, guided reading questions, Chapter notes | **Resources**  **Kennedy, DavidM. Lizabeth Cohen and Thomas Andrew Bailey.***The American Pageant:16th Edition, Boston. MA: Wadsworth, Cengage Learning, 2018* |
| *One*  *Class*  *In one*  *Week*  Min.  Classes |
| Y 1 | Year 1:History Of Americas | A. European Explorations and Conquests (1492-1600 | Explain how native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.  Discuss how contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.  Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. | 2 weeks (7.5 Hours)  Students will explore the economic, political and social implications of colonization. Students will compare and contrast British Colonization o the French and Spanish. There is a focus on the Encomienda System and Columbian Exchange | Excerpts from:   * Bartolome De las Casas * Christopher Columbus * Puritain Primary Sources * Black Legend |
| B. Colonial Government in the New World (1500-1800 | Discuss how The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control. | 2 weeks 7.5 hours  Students will focus on the causes and effects of the French and Indian War. In addition, they will also analyze the relationship between British, Spanish, and French Colonial Governments. A document based question comparing and contrasting colonial governments will be used to introduce OPVCL | Excerpts from:  George Washington’s letter’s from the French and Indian War |
| C. Slavery in the New World (1500-1800) | Explain how European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specificeconomic, demographic, and geographic characteristics of those colonies. | 2 weeks 7.5 hours  Students will complete Document Based Analysis comparing and contrasting Slavery used by Great Britian and the Spanish Colonies. | Select Primary Sources:  Narrative of Olaudah Equiano,  Nat Turner,  Bartolome De Las Casas and the Encomienda System |
| D. Religion in the New World (1500-1800) | Discuss how the presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism. | 1 Weeks 3.75 Hours  Students will compare and contrast religious practice in the New England, Middle, and Southern Colonies. Religious tolerance will be addressed through events such as the Enlightenment and the Greak Awakening | Select Primary Sources  Excerpts from: Anne Hutchingson,, Roger Williams, Salem Witch Trials, John Locke, Voltaire, and Rosseau |
| E.Independence Movements (1763-1830) | Discuss British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.  Explain how American Revolution’s democratic and republican ideals inspired new experiments with different forms of government. | 2 weeks 7.5 hrs  Students will explain the impact of French and Indian War, Proclamation 1763 and Enlightenment on the Independence Movements. This unit will also address the change and continuity of the revolutuon over time. | Select Primary Sources  Declaration of Independence Works from primary sources such as Thomas Paine’s Common Sense,. |
| F. Nation Building and Challenges (1780-1870) | Analyze how political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.  Discuss how SupremeCourt decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.  Analyze how following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts  Discuss how the U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine | 2 week 7.5 hours  e.  Student will complete an Articles of Confederation simulation that addresses both the strenths and weaknesses of the government.  Students will craft a paper 3 essay addressing the changes and continuities of the Constitutional Convenions | Select Primary Sources   * \*Journal Entries of Lewis and Clark * \*Primary Source: Marbury vs. Madson * \*Primary Source: War of 1812 * \*Primary Source: Alien and Sedition Acts/Virginia Kentucky Resolutions |
|  |  | G.United States Civil War: Causes, Course and Effects | This section focuses on the US Civil War between the North and the South (1861–1865), which is often  perceived as the great watershed in the history of the United States. It transformed the country forever, but  the war created a new set of problems: how would the country be reunited? How would the South rebuildits society and economy? How would the four million freed former slaves fit into society?  Explain the impact abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights.  Explain how enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.  Explain how tension Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war  Discuss the Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights | 2 weeks 7.5 hours  Students willl create a Road Map To the Civil War which address the rising causes and effects of Sectionalism.  OPVCLS will be completed on numerous primary sources.  Students will complete a paper 1 mock paper 1 on the success and failures of Reconstruction | Primary Sources   * Missouri Compromise * Lincoln Spot-Resolutions * Ulysses S. Grant Account of Mexican American War * Account of Bleeding Kanasas * John Brown’s Death: South Carolina News vs. Boston Newspaper * Court Case: Dred Scott Decision * Court Case: Compromise of 1850 |
|  |  | H. Emergence of Americas in global affairs (1880-1929)) | This section focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.  Explain the similarities and differences in attitudes about the nation’s proper role in the world  Explain the context in which America grew into its role as a world power.  Analyze Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.  Explain how new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.  Discuss U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership | 2 weeks 7.5 hours  Students will complete a paper 3 mock analyzing whether or not Wilson’s policies were a change or continuity of previous Presidencies  Students will complete a paper 1 mock on the the Spanish American war and American expansionism  Student will engage in a Socratic Seminar regarding American expansionism |  |
|  |  | 1. TheGreat Depression and the Americans | This section focuses on the causes and nature of the Great Depression as well as the different solutionsadopted by governments in the region, and the impact on these societies. The Great Depression producedthe most serious economic collapse in the history of the Americas. It affected every country in the regionand brought about the need to rethink economic and political systems. The alternatives that were offered, and the adaptations that took place, marked a watershed in political and economic developmentin many countries in the region. With respect to the last three bullets, a case-study approach should beadopted, using one country from the region as an example. The chosen country should be identified in theintroduction to the examination answers.  Analyze how Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.  Evaluate how Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy. | 2 weeks 7.5 hours  Students complete a mock paper 1 on the Great Depression.  Students will complete a paper 3 assessment analyzing change and continuity from Hoover to Roosevelt  Students will participate in a stock market simulation to explain how the stock market works | Primary Sources   * Keynesian Economics (several Primary Sources) * Political Cartoon/Images addressing the New Deal/ Hoover Administration * Excerpts from FDR’s Fireside chats |
|  | J . The Second World War and the Americas | 3 weeks 11.25 hours  As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, thecountries of the region reacted in different ways to the challenges presented. This section focuses on thechanging policies of the countries in the region as a result of growing political and diplomatic tensions priorto, and during, the Second World War. It also examines the impact of the war upon the Americas.  Analyze how The mass mobilization of American society helped end the Great Depression, and the country’s strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.  Explain how Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.  Analyze American Foreign policy: Neutrality Acts, Good Neighbor Policy.  Compare and contrast involvement and participation of 2 countries in America  Evaluate the social impact of the War on women and minorities  Analyze the the reasons and significance of the Us use of atomic weapons against Japan  Analyze the economic and diplomatic effects of the Second World War on any two countries in the Americas | 3 weeks 11.25 hours  Students will complete a mock paper 2 comparing and contrasting American involvement in ww1 and ww2  Students will participate in a socratic seminar analzying the perception of Dr. Seuss’s propaganda and Japanese Internment | Sources   * Roosevelt’s Quarantine Speech * Primary Sources: USC Shoah Foundation Accounts of Second Sino Japanese War * Documentary: America at the Edge of War: Peter Jennings * Excerpts: The Japanese Experience in Canada * Primary Sources: Yalta/Potsdam * ChoicesCurriclum: Nuclear Proliferation |
|  | K.. The Cold War and the Americas (1945–1981) | * This section focuses on the development and impact of the Cold War on the region. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region. * Explain the causes and effects of the Truman’s containment policy. * Evaluate the significance of McCarthyism in the United States * Analyze the social, political and diplomatic significance of the Korean War * Evaluate the short and long term effects of the Eisenhower Presidency on the Cold War * Compare and contrast the foreign policies of the Kennedy- Carter Administration and the significance they had on the American region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty (1977) | 3 weeks 11.25 hours  Students will complete a paper 3 exam choosing 2 questions to complete in a timed test taking session.  Students will work in small groups and create a report card for each Cold War President. Providing them a grade for their economic, military, foreign, and domestic policies. | Sources  Duck and Cover Cold War Cartoon  CNN: Cold War Documentary |
|  | Civil and Social Movements POST 1945 | * This section examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes. * Evaluate the significance of • Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968)—Black Panthers, Black Power and Malcolm X; role of governments in civil rights movements in the Americas * Explain the feminist movements in the Americas; reasons for emergence; impact and significance * Analyze the Hispanic American movement in the United States; Cesar Chavez; immigration reform | 3 weeks 11.25 hours  Students will create a mini documentary focusing on one of the Social Movements. They will then view each others documentary taking notes and making connections to the movements today | Choices Curriculum Civil rights  Documentary: Chavez Ravine/Zoot Suit Riots  Civil Rights Music Analysis |
|  | Internal Assessment | Complete part A and Research |  |  |
| Year 2 |  |  |  |  |
| Civil Rights and Protest | Paper 1: South Africa | Nature and characteristics of discrimination • “Petty Apartheid” and “Grand Apartheid” legislation • Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals Protests and action • Non-violent protests: bus boycotts; defiance campaign, Freedom Charter • Increasing violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle • Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership The role and significance of key actors/groups • Key individuals: Nelson Mandela; Albert Luthuli • Key groups: the African National Congress (ANC); the South African Com | Total- 4o Hours  Students will read excerpts of Trevor Noah’s *Born A Crime* and engage in a socratic seminar  Mock Paper 1 Examinations  Students will create a presentation comparing or contrasting events and figures from tbe American Civil Rights Movement to the movement against Apartheird  Reflection Journal: Peaceful protest is the only way to bring justice.Students will explain the extent to which they agree with the statement using historical events as evidence | *Trevor Noah: Born A Crime*  Numerous Primary Sources from IBthink |
| Germany and World War 2 | Paper 2: Rise of Authoritarian Dictatorships: Hitler | Students will analyze the rise of Hitler’s dictatorship with a focus on his domestic and foreign policies. In addition, the unit will also focus on his ability to maintain or lose power. | Total 11 Hours  Students will create a mind map: Road the Rise of Hiteler | Choices Currriclum: Rise of Nazi Germany |
| Paper 2: Causes and effects of 20th century Wars-World War 2 | World War 1 and 2  Students will analyze the technology, type of warfare, and how the war affected the homefront | Total 11 Hours  Students will create a presentation discussing how technology changed World War 1 and 2. | History Today |
| Chinese Civil War | Paper 2: Rise of Authoritarian Dictatorships: MaoZedong | Students will analyze the rise of Mazo’s dictatorship with a focus on his domestic and foreign policies. In addition, the unit will also focus on his ability to maintain or lose power. | Total 11 Hours  Paper 2 Mock: Compare and contrast Mao and Hiteer | Primary Sources:  Propaganda: Great Leap Forward  Mao’s Cultural Revolution: Little red book |
| Paper 2: Causes and effects of 20th century Chinese Civil War | Students will analyze the technology, type of warfare, and how the war affected the homefront | Total 11 Hours  Mindmap: Chinese Civil War | Inthink resources |
| Cuban Civil War | Paper 2: Rise of Authoritarian Dictatorships | Students will analyze the rise of Castrozo’s dictatorship with a focus on his domestic and foreign policies. In addition, the unit will also focus on his ability to maintain or lose power. | total 11 hours  Paper 2 Mock: Compare Hitler, Castro, Mao | Fidel Castro Documentary  Political Cartoons: Mariel Boatlift, Cuban Missile Crisis, Bay of Pigs Invastion |
| Paper 2: Causes and effects of 20th century wars- Cuban Civil War | Students will analyze the technology, type of warfare, and how the war affected the homefront | total 11 hours  Paper 2 Mock:Compare Cuban Civil War to Chinese Civil War | Inthink resources |
|  | Internal Assessment | Complete Part B,C,D |  |  |

1. **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.

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| The Internal Assessment will begin the 2nd week of May ( year ). During the last 3 weeks of school, students will craft a question, begin research, and identify the strengths and weaknesses of a strong OPVCL. Upon returning to schoo (year 2)l, students would have found at least 10 sources, completed Part A and have created an annotated bibliography. During the month of September, students will peer review Part A, B, and C. The first draft will be turned into the teacher by 3rd week of October. Extensive feedback and conferences will be held with each student in order to provide feedback for their draft. The final draft will be turned in by December. |  |

1. **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.

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| **Topic** | **Link with TOK (including description of lesson plan)** |
| Civil war: Why does the South Call it the Northern War of aggression? | TOK Question:‘How do our perspectives and biases shape the way we understand history?’ It considers how personal and cultural biases can warp the way knowledge is produced.  After reading our text and discussing the causes of the American Civil War, students will research how the Civil War is written in textbooks primarily in the Southern Region of the United States. While most American historians identity the event as being a “Civil War”, some other historians still identity the event as War of Northern Aggression. After researching several historical different interpretations, students will engage in a socratic seminar beginning with the question: How do our perspectives and biases shape the way we understand history?’ It considers how personal and cultural biases can warp the way knowledge is produced. Other topics that will be introduced into the conversation will be the perception of historical symbols such as the Confederate Flag, Betsy Ross Flag, and also Confederate monuments. |

1. **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.

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| **Topic** | **Contribution to the development of international mindedness (including resources you will use)** |
| The Cold War | While the Cold War symbolizes a shift in American policy from Neutrality, it is also essential to understand how this changing role also affects other regions. In class, we will keep a giant bulletin board that posts significant Cold War Events, but more importantly, how each event is viewed by different region (Asia, Europe, Americas). The events that will be focused on are the Marshall Plan/Truman Doctrine, Korean War, Cuban Missile Crisis, Berlin Airlift, Vietnam War, Iranian Hostage Crisis, Iran-Contra Affair. The students project will be crafting a paper 3 response evaluating the multiple views of the Cold War |

1. **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.

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| **Topic** | **Contribution to the development of the attribute(s) of the IB learner profile** |
| Civil Rights and Social Movements of 1945 | Open-mindedness/Inquiry  The Civil Rights and Social movements address the fight for equality and justice for many different groups post 1945. This unit focuses on open-mindedness as the students will need to analyze where institutional injustices continue to exist and historically what path different groups took strive for social justice. Most importantly, students will research how the different movements have affected their community. |

1. **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.

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| Students have access to our online textbook and also resources on active history, ibthink, and also History Today. |