

Diploma Programme subject outline—Group 3: individuals and societies

School name	International School of Tallinn	School code	
Name of the DP subject <i>(indicate language)</i>	History (English)		
Level <i>(indicate with X)</i>	Higher <input type="checkbox"/>	Standard completed in two years <input checked="" type="checkbox"/>	Standard completed in one year * <input type="checkbox"/>
Name of the teacher who completed this outline	Gerard Zippilli	Date of IB training	October 15th - 17th 2021
Date when outline was completed	October 4th, 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	DP History Category One

* 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
Prescribed Subject 4: Rights and Protests	World History Topic 11: Causes and Effects of 20th Century Wars World History Topic 12: The Cold War: Superpower Tensions and Rivalries (20th Century)	

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.

	<p>Topic/unit</p> <p>(as identified in the IB subject guide)</p> <p><i>State the topics/units in the order you are planning to teach them.</i></p>	<p>Contents</p>	<p>Allocated time</p> <p>One class is <input type="text" value="45"/> minutes.</p> <p>In one week there are <input type="text" value="4"/> classes.</p>	<p>Assessment instruments to be used</p>	<p>Resources</p> <p><i>List the main resources to be used, including information technology if applicable.</i></p>
<p>Year 1</p>	<p>World History Topic 11: Causes and Effects of 20th Century Wars</p>	<p>World War One: Focusing in depth the causes, both short term and long term causes that started the war. Also students will examine key events in the war such as the Western and Eastern Fronts, major battles, Verdun, Somme, various campaigns (Gallipoli, Brusilov Campaign) Attrition, stalemate, trench warfare. Students will also examine the different arenas the war spread to (Middle East, Africa) We will examine how the various combatants dealt with shortages, rationing, and propaganda. Lastly we will understand and analyze the War, both short and long term. Focus on the troubled Treaty of Versailles and the seeds it sowed for WWII</p>	<p>Topics and Information for Year One World History Topic 11 and part of Prescribed Topic 4</p> <p>This works out to approximately 34 weeks</p> <p>100 teaching hours</p>	<p>Formative Assessment: Class discussions Classwork Homework Quizzes on specific tasks Mini presentation Practice tests</p>	<p>Access History for the IB Diploma Causes and effects of 20th century wars second edition Andy Dailey, Sarah Webb (Hodder Education)</p>

		<p>Russian Civil War 1917-1922: Focusing on the collapse of the Russian Republic and the withdrawal from WWI. The ensuing power struggle between the Bolsheviks and Mensheviks. The role of Lenin, Trotsky, and the value of the White army with Foreign support. Ending with the aftermath and the formation of the USSR</p> <p>World War Two: Focusing in depth the causes, both short term and long term causes that started the war. Students will also examine the course of the war in the various arenas, Europe, Africa, Asia and the Pacific. We will look at the battles not only on land but also at sea and in the air. We will examine why Germany lost the war as well as Japan. Lastly we will understand and analyze the War, both short and long term.</p>		<p>Summative Assessment: Paper 1 and paper 2 Research papers Projects/presentations Tests</p>	<p>Slide presentations Videos/documentaries Primary Sources written Primary Sources images Secondary Sources written Secondary Sources images Political Cartoons Worksheets Internet sources</p>
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	<p>Prescribed Subject 4: Rights and Protests</p>	<p>In this course we will examine two case studies, one from the Americas and one from Africa</p>			
	<p>Case study 1: Civil rights movement in the United States (1954 -1965)</p>	<p>We will study:</p> <p>Racism and violence against African Americans, the Ku Klux Klan, disenfranchisement</p> <p>Economic and social discrimination, the legacy of the Jim Crow Laws, and its impact on individuals</p> <p>Segregation and education, important landmark cases such as Brown versus Board of Education 1954, as well as key events such as Little Rock 1957</p> <p>Non-violent movements such as the Montgomery Bus Boycott 1955-1956, Freedom Riders 1961, Sit ins</p> <p>Culminating with Legislative changes, the passage of the Civil Rights act in 1964 and the Voting Rights act of 1965</p> <p>While we examine this case study will look into key</p>		<p>Formative Assessment:</p> <p>Class discussions Classwork Homework Quizzes on specific tasks Mini presentation Practice tests</p> <p>Summative Assessment:</p> <p>Research papers Paper one Projects/presentations Tests</p>	<p>Access History for the IB Diploma Rights and protests</p> <p>Michael Scott-Baumann Peter Clements (Hodder Education)</p> <p>Slide presentations Videos/documentaries Primary Sources written Primary Sources images Secondary Sources written Secondary Sources images</p>

		<p>actors, martin luther king Jr., Malcolm X, Lyndon Johnson</p> <p>Also we will research key groups, NAACP, SCLC, SNCC, Nation of Black Muslims</p> <p>Lastly we will connect this to today's Social movements</p>			<p>Political Cartoons Worksheets Internet sources</p>

Year 2	<p>Prescribed Subject 4: Rights and Protests</p> <p>Case study 2: Apartheid South Africa (1948 – 1964)</p>	<p>“Petty Apartheid” and “Grand Apartheid” legislation</p> <p>Division and “classification”; segregation of populations and amenities; creation of townships/forced removals; segregation of education; Bantustan system; impact on individuals</p> <p>Non-violent protests: bus boycotts; defiance campaign, Freedom Charter</p> <p>Increasing Violence: the Sharpeville massacre (1960) and the decision to adopt the armed struggle</p> <p>Official response: the Rivonia trial (1963–1964) and the imprisonment of the ANC leadership.</p> <p>Key individuals: Nelson Mandela; Albert Luthuli</p> <p>Key groups: the African National Congress (ANC); the South African Communist Party (SACP) and the MK (Umkhonto we</p>	<p>Topics and Information for Year Two Part of Prescribed Subject 4, Rights and Protests and World History Topic 12: The Cold War, Superpower Tension and Rivalries</p> <p>This works out to approximately 28 to 30 weeks</p> <p>80 to 90 teaching hours</p>	<p>Formative Assessment:</p> <p>Class discussions Classwork Homework Quizzes on specific tasks Mini presentation Practice tests</p>	<p>Access History for the IB Diploma Rights and protests Michael Scott-Baumann Peter Clements (Hodder Education)</p> <p>Access History for the IB Diploma The Cold War: Superpower tensions and rivalries second edition David G. Williamson (Hodder Education)</p>

		Sizwe—“Spear of the Nation”)		Summative Assessment: Research papers Paper one and paper Two Projects/presentations Tests	Slide presentations Videos/documentaries Primary Sources written Primary Sources images Secondary Sources written Secondary Sources images Political Cartoons Worksheets Internet sources
	World History Topic 12: The Cold War: Superpower Tensions and Rivalries (20th Century)	<p>In this course students will be required to understand and analyze numerous events throughout the Cold War Era. Topics will be presented in chronological order by decade rather than by region we will examine closely,</p> <p>The different ideologies between the Soviet Union and Western Europe (USA), political, economical, military ideologies. Examine the various policies and pacts such as the Truman Doctrine, Marshall Plan, the formation of NATO and the Warsaw Pact.</p> <p>The Division of Europe: The Truman Doctrine, Marshall Plan, the formation of the Iron Curtain and the division of Germany and Berlin., the Berlin</p>			

		<p>airlift. These events will help give content knowledge and provide some context for students to examine future events.</p> <p>The Cuban Missile Crisis: The event will allow us to study a specific Cold War Crisis as well as examine 2 leaders, Castro and Kruschev. We will examine the causes for this crisis (ideological influence in regions) as well as the consequences of this event</p> <p>The Vietnam war: This event will also allow us to study a second Cold War crisis while examining leaders. The conflict spans from the 1950s and 1960, finishing in the 1970s. It will also allow us to case study Ho Chi Minh.</p> <p>Lastly the course will end with the slowing of tension, to detente (Helsinki Accords, SALT) Finishing with the end of the Cold War in 1991. We will also examine the role of Reagan, Gorbachev and Yeltsin.</p>			
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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.

The IA will be a historical investigation into a topic of the students' choice. IA will be mainly introduced between September and October of year 1. By February of year 1, learners must submit the first draft of "Identification and evaluation of sources". By April of year 1, learners must submit the first draft of "investigation". By September of year 2, learners must submit the second draft of "Identification and evaluation of sources". By October of year 2, learners need to submit the second draft of "investigation". All of this will happen under the supervision of the teacher. By end-November of year 2, learners need to submit the final draft of the IA to the teacher.

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)
Prescribed Subject 4: Rights and Protests Case study 1: Civil rights movement in the United States (1954 -1965)	This topic will be related to TOK in various ways. For example, the <i>Civil Rights movement</i> can be linked in TOK in understanding what sources to believe and what sources to ignore. In a time of tense and controversial race relations where the White population of America resisted equality to African Americans, one must look deeper into events to fully understand the reasons and motivations. TOK is clearly linked here since this topic is still a topic at the forefront of society today. Students will be able to compare what they read with what they know in the present time. They will be able to compare the different points of view and the complexities of race relations in the USAs history. Students will explore how this topic has evolved over time.

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)
World History Topic 11: Causes and Effects of 20th Century Wars (WWII)	<p>In this unit students will examine and understand the expansionist policies of Japan, Italy and Germany.</p> <p>Students will be responsible to choose one of the countries and create a presentation either justifying or condemning the historical sequence of events followed by one of the countries mentioned above.</p> <p>Communication: (1) students need to carefully prepare their points to be persuasive, (2) students need to organize their talks to be easily understand</p> <p>Self-management/research: (1) students need to work according to the schedule to complete their tasks, (2) students need to investigate and use a variety of sources</p> <p>Thinking: (1) students need to examine, evaluate, and analyze information to make a strong argument in their presentation</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)
Case study 2: Apartheid South Africa (1948 – 1964)	<p>Students are encouraged to examine: Should we have a global international community to investigate, intervene, and settle conflicts or should we regionalize these organizations?</p> <p>Discussions/and opinion based essays:</p> <ul style="list-style-type: none"> -What are the pros and cons of an international organization like the UN? -How can we be sure a global organization like the UN understands the complexity of all conflicts? -How can we be sure a global organization like the UN does not hold biases when dealing with conflicts in different regions of the world? - Would it be better to create regional organizations under the umbrella of the United Nations to investigate, intervene, and resolve conflicts, to give a more autonomous and understandable solution?

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
World History Topic 12: The Cold War: Superpower Tensions and Rivalries (20th Century)	<p>This topic examines the different political, economical, and social ideologies that existed between the USA and the USSR from 1945 to 1991. In this unit students will develop a couple of the IB learner profiles that integrate well with this topic.</p> <p>Principled: examination of the Communist society that existed over its society for decades allows students to understand the lack of rights people suffered under a totalitarian regime. Furthermore, analyzing the people's move to end the Soviet Union in 1991 allows us to better understand the suffering that existed. We can learn from this past event and relate it to more recent oppressive regimes throughout the world where peoples' rights and integrity have not been recognized.</p> <p>Knowledgeable: This unit allows students to examine the two societies that existed in the USA, and the USSR and examine issues that arose throughout the Cold war conflict and analyze the significance of these issues both locally (within the USA and the USSR) as well as globally (proxy wars, other areas of influence throughout the world)</p>

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.

Yes I believe materials and resources are in sufficient quality and quantity. First and foremost, as a teacher I have in my personal belongings all IB textbooks for all the topics I will be teaching over the course of 11th and 12th grade. As you are well aware these books not only provide course content but activities, primary, secondary sources and information on how to prepare students for the various forms of assessment.

Also, our students as well as myself have access to the internet and technology allowing for research to be done effectively. I feel with the proper combination of textbooks and the internet we will as a class and a school be able to effectively support the aims and methods of the school.

