

HISTORY SL

	Topic/Subject	Contents	Allocated Time One class is 95 minutes In one week – 2 classes	Assessment instruments to be used	Resources
Year 1	Rights and Protest: Civil Rights movement in the United States (1954-1965)	<p>Theme to run throughout: How do I answer Paper 1 style questions?</p> <p>What is discrimination and what types did African Americans face? (economic, social political) – contextual understanding.</p> <p>What is the legacy of discrimination? (What were the Jim Crow laws and what impact did they have on American society? How did disenfranchisement affect the African American community? Who were the KKK and what impact did they have?)</p> <p>What is the relationship between education and the development of the Civil rights movement? (Brown vs. Topeka 1954, Little Rock 1957)</p> <p>How significant was non-violent protest? (e.g. Montgomery 1955-6, Freedom 1961, Freedom Summer 1964)</p>	September to December (12 teaching weeks)	<p>Assessment tools (for all papers):</p> <p>Practise exam paper questions (both supervised and unsupervised) with teacher feedback (both timed and untimed)</p> <p>Model and exemplar answers</p> <p>Students written exam papers with teacher feedback (examples of differing levels)</p> <p>Peer and Self-Assessment (including reflective statements)</p> <p>Debate/Discussion/Presentations with oral teacher feedback</p> <p>Practise source analysis (exposure to many sources both timed and untimed) with teacher feedback</p> <p>School based assessment (as directed)</p>	<p>Paper 1 Resources:</p> <ul style="list-style-type: none"> • Access to History: Civil Rights in the USA 1865-1992 by Nicholas Fellows, Mike Wells • Oxford IB Diploma Programme: Rights and Protest Course Companion • Sisters in struggle: African American women in the civil rights movement (ed. V. Franklin & B. Collier Thomas) • Debating the civil right movements, 1945-1968 by Steven Lawson (1998) • Access to History: South Africa, 1948–94: from apartheid state to 'rainbow nation' for Edexcel by Peter Clements • Taylor Branch <i>'Pillar of Fire: America in the King Years: 1963-65'</i>

		<p>What were the consequences of the legislative changes? (Civil Rights Act 1964, Voting Rights Act 1965)</p> <p>What was the role of key actors/groups in helping the civil rights movement? (MLK Jnr, Malcolm X, President Johnson, NAACP, SCLC, SNCC and the Nation of Islam.)</p>		<p>Questioning and many other summative and formative styles of assessment dependent on the needs of the students and their learning styles</p>	<ul style="list-style-type: none"> • Clay Risen <i>'The Bill of the Century: The Epic Battle for the Civil Rights Act'</i> • T. Lodge <i>'Mandela: A Critical Life'</i> 2006 • Oxford IB Diploma Programme: Rights and Protest Course Companion • South Africa: The rise and fall of apartheid by Nancy Clark & William Worger • A Long Walk to Freedom by Nelson Mandela
	<p>Rights and Protest: Apartheid South Africa (1948-1964)</p>	<p>Theme to run throughout: How do I answer Paper 1 style questions.</p> <p>What is discrimination, where did it come from and what types did different African ethnic groups face? (economic, social political) – contextual understanding.</p> <p>What was Petty Apartheid and Grand Apartheid legislation and what impact did it have on the people?</p> <p>What were the causes and consequences of the division and classification (Population Registration Act 1950,</p>	<p>January to March (10 teaching weeks)</p>		<p>Paper 1 Resources:</p> <ul style="list-style-type: none"> • Access to History: Civil Rights in the USA 1865-1992 by Nicholas Fellows, Mike Wells • Oxford IB Diploma Programme: Rights and Protest Course Companion • Sisters in struggle: African American women in the civil rights movement (ed. V. Franklin & B. Collier Thomas)

		<p>segregation of populations and amenities)?</p> <p>What was the significance of the 'forced removals and the creation of townships?</p> <p>What was the impact of the segregation of education? (Bantustan system and the impact on individuals and communities)</p> <p>How much of an impact did non-violent protest have on the Apartheid system? (bus boycotts, the defiance campaign and the Freedom Charter)</p> <p>Why did some members of the anti-apartheid movement turn to violent methods of protest and what were the consequences? (Sharpsville 1960, the ANC and MK Umkhonto we Sizwe)</p> <p>What role did the South African Communist Party have in the anti-apartheid movement?</p> <p>Who were Nelson Mandela and Albert Luthuli, what impact did they have 1948-1964?</p> <p>What was the impact of the Rivonia Trial and the decision to imprison the ANC membership?</p>			<ul style="list-style-type: none"> • Debating the civil right movements, 1945-1968 by Steven Lawson (1998) • Access to History: South Africa, 1948–94: from apartheid state to 'rainbow nation' for Edexcel by Peter Clements • Taylor Branch <i>'Pillar of Fire: America in the King Years: 1963-65'</i> • Clay Risen <i>'The Bill of the Century: The Epic Battle for the Civil Rights Act'</i> • T. Lodge <i>'Mandela: A Critical Life'</i> 2006 • Oxford IB Diploma Programme: Rights and Protest Course Companion • South Africa: The rise and fall of apartheid by Nancy Clark & William Worger • A Long Walk to Freedom by Nelson Mandela • G. Mbeki <i>'The Struggle for Liberation in South Africa: A Short History'</i> • B. Hirson <i>'The Defiance'</i>
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					<p><i>Campaign, 1952: Social struggle or party stratagem?</i> Searchlight South Africa 1998</p> <p>Paper 2 Resources:</p> <ul style="list-style-type: none"> • Oxford IB Diploma Programme: The Cold War: Superpower Tensions and Rivalries Course Companion • Oxford IB Diploma Programme: Authoritarian States Course Companion • Weimar and Nazi Germany by Chris Hinton, John Hite • The Rise and Fall of the Great Powers by Paul Kennedy • America Russia Cold War 1945-1992 by Walter LaFeber • Tony Judt, <i>'Post-war: A History of Europe since 1945'</i> 2005 • Henry Kissinger, <i>Diplomacy</i>, Chapter 29 'Détente and its discontent' 1994 • Michael Dobbs, <i>'One Minute to Midnight: Kennedy, Khrushchev and Castro on the brink of Nuclear War'</i> 2008
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					<ul style="list-style-type: none"> • John Lewis Gaddis, <i>'United States and the Origin of the Cold War 1941-7'</i> 2000 • S. Balfour, <i>'Castro (Profiles in Power)'</i> 2009 • BBC News. 2 March 2005. South America's Leftward Sweep.
	Internal Assessment (7 weeks)	<p>Students questions and sources will be checked thoroughly in order for students to proceed as quickly as possible with their work in class.</p> <p>Students will be given practise source analysis exercises.</p> <p>Students will be given exemplar IA and will peer mark in order to understand the expectations</p> <p>Students will be given access to technology to enable them to work independently in lessons.</p> <p>Students will be given a list of expectations including timings for meetings and outline of what is needed int the IA.</p>	April to the first week of June (7 teaching weeks)		
	World History: Cold War: Superpower Tensions and Rivalries	What is capitalism and communism? Why might this cause rivalry and mistrust, fear and aggression amongst superpower countries? (impact)	June and July (4 teaching weeks)		

		<p>What was the impact of the following on the relationships within the grand alliance? (Tehran, Yalta and Potsdam, Iron Curtain Speech and the Chinese revolution, leadership personalities and a change in leadership)</p>			
Year 2	<p>World History: Cold War: Superpower Tensions and Rivalries</p>	<p>Compare and contrast the economic interest of the USA and the USSR in the early Cold War (focus on 'the Germany question' Marshal Aid, the Truman Doctrine, Comecon, Bizonia, the Berlin Blockade and Airlift)</p> <p>The USA, USSR and China – reasons for a change in relations (containment, peaceful co-existence, détente, MAD, SALT I and II)</p> <p>How did the personalities, decisions and ideologies of different superpower leaders impact the source of the Cold War?</p> <p>How did different events and crises impact on the course of the Cold War? (NATO, Korean War, Warsaw Pact, Space Race, the Bay of Pigs Invasion, Cuban Missile Crisis, Construction of the Berlin Wall, USSR Invasion of Afghanistan, Glasnost and Perestroika, the fall of the Berlin</p>	<p>September to December (12 teaching weeks)</p>		<p>Paper 2 resources continued:</p> <ul style="list-style-type: none"> • M Burleigh, <i>'The Third Reich: A New History'</i> 2000 • D. Crew (ed.) <i>'Nazism and German Society 1933-45'</i> 1994 • F. McDonough, <i>'Hitler and the Rise of the Nazi Party'</i> 2012 • R. Overy, <i>'The Dictators'</i> 2004 • A. Speer, <i>'Inside the Third Reich'</i> 1970

		Wall and the Breakdown of the USSR)			
	World History: Authoritarian States	<p>Authoritarian States will be taught as a thematic approach; with a focus on comparison. Castro's Cuba and Hitler's Germany will be the main focus.</p> <p>How and why did the authoritarian state emerge. (e.g. social, political, economic, impact of war)</p> <p>What methods were used to establish the authoritarian state? Effectiveness? (leaders' personality and ideology, persuasion and coercion (both legal and not), use of force and terror, propaganda)</p> <p>How were the authoritarian states consolidated? Effectiveness? (legal methods, use of force and terror, leadership, use of dissemination and propaganda)</p> <p>How were the opposition to the regime treated and how effective were attempts to quell it?</p> <p>What was the impact of foreign policy on the maintenance of power? (success and failure)</p> <p>What were the aims and results of policies (social, political, domestic economic and cultural)?</p>	January to March (10 teaching weeks)		

		<p>What was the impact of policies on women and minorities?</p> <p>How successful was authoritarian control and to what extent was it achieved?</p>			
	Revision	Students will be given past papers in order to practise their exam technique.	April – Exams (May)		
	Revision	<p>Students will complete knowledge summary presentations and will use this to help with their knowledge acquisition revision.</p> <p>Model answers will be written together and students will use these to revise technique and timings from.</p> <p>Students will also mark past exemplar answers in order to see the difference in quality and where the answers would fit in to mark bands. Especially useful for students who are borderline.</p>			

1. IB internal assessment requirement to be completed during the course

Students will be taught the skills needed for the IA during the first 2 semesters of year 1 of the course. Students will be introduced to the IA requirements in the final week before the Easter break of the first year (inclusive of referencing and academic honesty requirements). Students will be sent to think of a research questions and find at least 5 sources on that topic to bring in after the break, Students will then be coached for the next 7 weeks after which the draft will be submitted. Students will receive feedback on this and then the final copy will be due on the last day of the summer term. IA's will be marked and kept securely until the submission date the following academic year.

2. Links to TOK

Rights and Protest – South Africa	How does the context within which authors of sources live affect historical knowledge? Is it possible to describe events in an unbiased way? These are the sorts of questions that would be asked when teaching students, the Rivonia Trial (1964) for example. Students will be exposed to the differing perspectives of the prosecution and the defence. Students would hear speeches from both sides alongside secondary sources on the same topic. Students will analyse the difference in the perspectives of the primary and secondary sources. Students will be asked to justify the 2 above questions with both an individual and group opinion. The philosophy behind source analysis lends itself to TOK in its very nature especially with regards to perspectives, utility and reliability.
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3. Approaches to Learning

The Cold War – Paper 2 Communication skills – Practise essay writing and group work	Spend time working with students on developing the essay writing skills that are central to success in the DP history course along with communication through peer assessment and feedback. Students will look at a mark scheme and will attempt to write 1 part of an essay each. Each group, using IB marking criteria, will mark each section/paragraph. Sections will then be displayed on a working wall, which students will add to over time. As a challenge, more able students can think of linking sentences, prioritisation of reasons etc. This allows students to chart their own progress and learn from each other's well as to reflect. This allows students to practise communication skills with regards to working effectively with their peers and orally feedback to a whole class discussion. They will collaborate effectively and listen effectively in order to develop their essay writing skills.
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4. International Mindedness

<p>Authoritarian States – Paper 2</p>	<p>One of the key concepts running through the History DP course is perspectives. Students will be encouraged to analyse multiple perspectives and also to study different regions of the world. This in itself exemplifies international mindedness.</p> <p>For a specific example, students can look at the causes of the Cuban Revolution. Students will analyse the Cuban perspective and the reasons behind Castro's coup alongside how the USA viewed the overthrow of Batista. Students will look at speeches and interviews alongside other forms of propaganda in order to understand how both sides viewed the causes of the revolution and how that influenced the events afterwards. This will be helpful for students when writing causation essays for Paper 2. International mindedness will need to be kept in mind with regards to Cuban culture and ideology at the time of the revolution and Castro's takeover to understand it from the Cuban perspective.</p> <p>Another example of perspectives in international mindedness could be the analysis of picture documents. Students will be given multiple pictures surrounding the violence towards the African American people protesting in Birmingham, during the Freedom Rides, during the Montgomery Bus Boycott etc. Students will be asked to analyse how 2 different racial groups in the USA may have viewed the photographs at the time and how they might view them now. This will help students to understand the importance of perspectives and hindsight when analysing source material for Paper 2. How might a person from outside of the USA have viewed the pictures? What does this say about the dominance of the USA Western thought</p>
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5. Development of the IB learner profile

<p>Internal Assessment</p>	<p>Students will be encouraged to be curious inquirers and to develop this skill throughout the course but especially in the IA. Students will learn to research independently and on a topic that they enjoy and have enthusiasm for. Students will need to be open minded and reflective when dealing with feedback from the first draft of the IA as well as reflective in the required section of the IA. Students will also have to be principled especially with regard to referencing and academic honesty for the IA. Students will have to also be knowledgeable in order to complete the IA (as well as the rest of the course) and will need to understand and explore knowledge across a range of disciplines and resources in order to produce a well-rounded piece of work.</p>
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6. Resources

<p>Students will all be required to buy the CORE course companion for each topic taught and use them both in lessons and for home study. Students will also be given a suggested reading list to supplement the core text. There will be copies for students to access in school (an informal IBDP History library in the classroom/common areas.) Some of which have been detailed above. The school will also have access to JSTOR which the students will have access to electronically. Students will also be given a list of helpful websites in order to expand their reading around the subjects. Software will also need to be purchased by the school to ensure that academic honesty is being met (e.g. Turnitin)</p>

HISTORY HL

	Topic/Subject As identified in the IB Subject Guide	Contents	Allocated Time One class is 95 minutes In one week – 2 classes	Assessment instruments to be used	Resources
Year 1	<p>Rights and Protest: Civil Rights movement in the United States (1954-1965)</p> <p>HL: HOTA: 17: Civil Rights and social movements in the Americas post 1945</p> <p>HL students will have 2 separate lessons from the SL students and will solely be taught paper 3 in those lessons.</p>	<ul style="list-style-type: none"> • Theme to run throughout: How do I answer Paper 1 style questions? • What is discrimination and what types did African Americans face? (economic, social political) – contextual understanding. • What is the legacy of discrimination? (What were the Jim Crow laws and what impact did they have on American society? How did disenfranchisement affect the African American community? Who were the KKK and what impact did they have?) • What is the relationship between education and the development of the Civil rights movement? (Brown vs. Topeka 1954, Little Rock 1957) • How significant was non-violent protest? (e.g. Montgomery 1955-6, Freedom • 1961, Freedom Summer 1964) 	September to December (12 teaching weeks)	<p>Assessment tools (for all papers):</p> <p>Practise exam paper questions (both supervised and unsupervised) with teacher feedback (both timed and untimed)</p> <p>Model and exemplar answers</p> <p>Students written exam papers with teacher feedback (examples of differing levels)</p> <p>Peer and Self-Assessment (including reflective statements)</p> <p>Debate/Discussion/Presentations with oral teacher feedback</p> <p>Practise source analysis (exposure to many sources both timed and untimed) with teacher feedback</p> <p>School based assessment (as directed)</p>	<p>Paper 1 Resources:</p> <ul style="list-style-type: none"> • Access to History: Civil Rights in the USA 1865-1992 by Nicholas Fellows, Mike Wells • Oxford IB Diploma Programme: Rights and Protest Course Companion • Sisters in struggle: African American women in the civil rights movement (ed. V. Franklin & B. Collier Thomas) • Debating the civil right movements, 1945-1968 by Steven Lawson (1998) • Access to History: South Africa, 1948–94: from apartheid state to ‘rainbow nation’ for Edexcel by Peter Clements • Taylor Branch <i>‘Pillar of Fire: America in</i>

		<ul style="list-style-type: none"> • What were the consequences of the legislative changes? (Civil Rights Act 1964, Voting Rights Act 1965) • What was the role of key actors/groups in helping the civil rights movement? (MLK Jnr, Malcolm X, President Johnson, NAACP, SCLC, SNCC and the Nation of Islam.) • Origins, nature, challenges and achievements of civil rights and social movements after 1945 with a brief look at treatment of minority group during WWII to give context. • Who were not recognised or accepted as ‘full members of society and who fought for them to be equal in society? What was the established view and authority on matters of discrimination and how was it challenged? Focus on African Americans and Indigenous peoples. • Develop case studies of how and to what extent segregation ended in the South 1955-80 and reasons for the emergence, impact of and significance of the Feminist 		<p>Questioning and many other summative and formative styles of assessment dependent on the needs of the students and their learning styles</p>	<p><i>the King Years: 1963-65’</i></p> <ul style="list-style-type: none"> • Clay Risen <i>‘The Bill of the Century: The Epic Battle for the Civil Rights Act</i> • T. Lodge <i>‘Mandela: A Critical Life’</i> 2006 • Oxford IB Diploma Programme: Rights and Protest Course Companion
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	<p>Rights and Protest: Apartheid South Africa (1948-1964)</p> <p>HL: HOTA: 13: The Second World War in the Americas (1933-45)</p>	<ul style="list-style-type: none"> • Theme to run throughout: How do I answer Paper 1 style questions. • What is discrimination, where did it come from and what types did different African ethnic groups face? (economic, social political) – contextual understanding. • What was Petty Apartheid and Grand Aprtheid legislation and what impact did it have on the people? • What were the causes and consequences of the division and classifaction (Population Registration Act 1950, segregation of populations and ammenaties) • What was the significance of the ‘forced removals nd the creation of townships? • What was the impact of the segregation of education? (Bantustan system and the impact on individuals and communities) • How much of an impact did non-violent protest have on the Apartheid system? (bus boycotts, the defiance campaign and the Freedom Charter) • Why did some members of the anti-apartheid movement turn to violent methods of protest and what were the consequences? (Sharville 	<p>January to March (10 teaching weeks)</p>	<ul style="list-style-type: none"> • South Africa: The rise and fall of apartheid by Nancy Clark & William Worger • A Long Walk to Freedom by Nelson Mandela • G. Mbeki ‘<i>The Struggle for Liberation in South Africa: A Short History</i>’ • B. Hirson ‘<i>The Defiance Campaign, 1952: Social struggle or party stratagem?</i>’ Searchlight South Africa 1998 <p>Paper 2 Resources:</p> <ul style="list-style-type: none"> • Oxford IB Diploma Programme: The Cold War: Superpower Tensions and Rivalries Course Companion • Oxford IB Diploma Programme: Authoritarian States Course Companion
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		<p>1960, the ANC and MK Umkhonto we Sizwe)</p> <ul style="list-style-type: none"> • What role did the South African Communist Party have in the anti-apartheid movement? • Who were Nelson Mandela and Albert Luthuli, what impact did they have 1948-1964? • What was the impact of the Rivonia Trial and the decision to imprison the ANC membership? <ul style="list-style-type: none"> • FDR and the implementation of the Good Neighbour policy post 1933 + impact for the Americas up until 1941 • Changing role of Canada in both Americas as part of the Commonwealth change (1930's) • How far were countries in the Americas neutral up until 1941? • Hemespheric reactions to events in Europe and Asia including the concept of 'neutrality' 1939-41 • Pearl Harbour and its aftermath • Why and with what results did Mexico and Canada participate in the Secon World war? (Including: the Battle of the Atlantic, Hong 			<ul style="list-style-type: none"> • Weimar and Nazi Germany by Chris Hinton, John Hite • The Rise and Fall of the Great Powers by Paul Kennedy • America Russia Cold War 1945-1992 by Walter LaFeber • Tony Judt, <i>'Post-war: A History of Europe since 1945'</i> 2005 • Henry Kissinger, <i>Diplomacy</i>, Chapter 29 'Détente and its discontent' 1994
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		Kong, Dieppe, Italy, D-Day, the Battle of Scheldt, the conscription crisis and the impact of the war on Canada) (Mexico: changing national feeling towards the Axis powers, anti-american feeling, oil, impact on nationalisation, changing involvement in the war post 1942 n the outcomes)			
	Internal Assessment (7 weeks)	<p>Students questions and sources will be checked thoroughly in order for students to proceed as quickly as possible with their work in class.</p> <p>Students will be given practise source analysis exercises.</p> <p>Students will be given exemplar IA and will peer mark in order to understand the expectations</p> <p>Students will be given access to technology to enable them to work independently in lessons.</p> <p>Students will be given a list of expectations including timings for meetings and and outline of what is needed int the IA.</p>	April to the first week of June (7 teaching weeks)		<ul style="list-style-type: none"> • The Rise and Fall of the Great Powers by Paul Kennedy • America Russia Cold War 1945-1992 by Walter LaFeber • Tony Judd, <i>'Post-war: A History of Europe since 1945'</i> 2005 • Henry Kissinger, <i>Diplomacy</i>, Chapter 29 'Détente and its discontent' 1994
Year 2	World History: Cold War: Superpower Tensions and Rivalries	<ul style="list-style-type: none"> • Compare and contrast the economic interest of the USA and the USSR in the early Cold War (focus on 'the 	September to December (12 teaching weeks)		Paper 2 resources continued:

	<p>HL: HOTA: 16: The Second World War in the Americas (1933-45)</p>	<p>Germany question' Marshal Aid, the Truman Doctrine, Comecon, Bizonia, the Berlin Blockade and Airlift)</p> <ul style="list-style-type: none"> • The USA, USSR and China – reasons for a change in relations (containment, peaceful coexistence, détente, MAD, SALT I and II • How did the personalities, decisions and ideologies of different superpower leaders impact the source of the Cold War? • How did different events and crises impact on the course of the Cold War? (NATO, Korean War, Warsaw Pact, Space Race, the Bay of Pigs Invasion, Cuban Missile Crisis, Construction of the Berlin Wall, USSR Invasion of Afghanistan, Glasnost and Perestroika, the fall of the Berlin Wall and the Break down of the USSR) 			<ul style="list-style-type: none"> • M Burleigh, <i>'The Third Reich: A New History'</i> 2000 • D. Crew (ed.) <i>'Nazism and German Society 1933-45'</i> 1994 • F. McDonough, <i>'Hitler and the Rise of the Nazi Party'</i> 2012 • R. Overy, <i>'The Dictators'</i> 2004 • A. Speer, <i>'Inside the Third Reich'</i> 1970 <p>Paper 3 Resources:</p> <ul style="list-style-type: none"> • Oxford Course Companion 'History of the Americas 1880-1981' • T. Leonard and J. Brazel eds. <i>'Latin America During WWII'</i> 2007 • G. Prange, D. Goldstein and K. Dillon, <i>'At Dawn we Slept: the untold story of Pearl Harbour'</i> 1981 • D. Sadlier, <i>'Americans All: Good Neighbour and cultural diplomacy in WWII'</i> 2012
	<p>HL: HOTA: 16: The Cold War and the Americas (1945-81)</p>	<ul style="list-style-type: none"> • The treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians – Why were they ostracized, moved and /or interne after Pearl Harbour? • Detention of Europeans in the Americas (German and Italian) • Reasons for, and 			

		<p>significance of, the US use of atomic bomb weapons against Japan</p> <ul style="list-style-type: none"> • Economic and diplomatic effects of WWII: Canada and Mexico (Including the homefront, war economy and diplomacy) • Outcomes and conclusions for the Americas post WWII (comparison) 			
	<p>World History: Authoritarian States</p> <p>HL: HOTA: 16: The Cold War and the Americas (1945-81)</p>	<ul style="list-style-type: none"> • Authoritarian States will be taught as a thematic approach; with a focus on comparison. Castro's Cuba and Hitler's Germany will be the main focus. • How and why did the authoritarian state emerge. (e.g. social, political, economic, impact of war) • What methods were used to establish the authoritarian state? Effectiveness? (leaders personality and ideology, persuasion and coercion (both legal and not), use of force and terror, propaganda) • How were the authoritarian states consolidated? Effectiveness? (legal methods, use of force and terror, leadership, use of dissemination and propaganda) 	<p>January to March (10 teaching weeks)</p>		<ul style="list-style-type: none"> • D. Bercuson, 'Blood in the Hills: The Canadian army in the Korean War' 1999 • H. Brands, '<i>Latin America's Cold War</i>' 2010 • R. Whitaker and S. Hewitt, '<i>Canada and the Cold War</i>' 2003 • TC. Wright, '<i>Latin America in the Era of the Cuban Revolution.</i>' 2001 • Jerrold M. Packard, '<i>American Nightmare: The History of Jim Crow.</i>' 2001 • Jennifer Lee, 'Feminist: Stories from Women's Liberation' (YouTube) • Arturo F. Rosales, '<i>Chicano!: The History of the</i>

		<ul style="list-style-type: none"> • How were the opposition to the regime treated and how effective were attempts to quell it? • What was the impact of foreign policy on the maintenance of power? (success and failure) • What were the aims and results of policies (social, political, domestic economic and cultural) • What was the impact of policies on women and minorities? • How successful was authoritarian control and to what extent was it achieved? • How did the Red Scare affect the arts and society in the USA? • Joesph McCarty and McCarthyism including the Lavender Scare and security implications • The Korean War (implicatons for Truman, links with containment and the poliitical/diplomatic outcomes/impact) • Eisenhower, Dulles and the New Look (application and repercussions of the New Look incl. Guatemala, Nixon in South America and the Cuban Revolution) • Vietnam (why did the USA 			<p><i>Mexican American Civil Rights Movement' 1997</i></p>
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		<p>stay in Veitnam until the 1970's?, How did US involvement in Vietnam have an inpact on domestic affairs in the USA?, to what extent did countries in the Americas oppose US involvement in Veitnam?)</p> <ul style="list-style-type: none"> Foreign Policy from Kennedy to Carter (why did the Alliace for Progress fail?, What is the significance of the Cuban Missile Crisis?, Why did the USA intervene in Chile in the 1970's?, how different were Carter's policies from his predecessors?) <p>The Cold War in Canada and Cuba (How was Canada's foreign policy similar to that of the USA?, Why did Cuba engage in revolutionary warfare throughout the world?)</p>			
	Revision	<p>Students will be given past papers in order to practise their exam technique.</p> <p>Students will complete knowledge summary presentations and will use this to help with their knowledge acquisition revision.</p> <p>Model answers will be written together and students will use</p>	April – Exams (May)		

		<p>these to revise technique and timings from.</p> <p>Students will also mark past exemplar answers in order to see the difference in quality and where the answers would fit in to mark bands. Especially useful for students who are borderline.</p>			
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2. Links to TOK

Rights and Protest – South Africa	<p>How does the context within which authors of sources live affect historical knowledge? Is it possible to describe events in an unbiased way? These are the sorts of questions that would be asked when teaching students the Rivonia Trial (1964) for example. Students will be exposed to the differing perspectives of the prosecution and the defence. Students would hear speeches from both sides alongside secondary sources on the same topic. Students will analyse the difference in the perspectives of the primary and secondary sources. Students will be asked to justify the 2 above questions with both an individual and group opinion. The philosophy behind source analysis lends itself to TOK in its very nature especially with regards to perspectives, utility and reliability.</p>
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3. Approaches to learning

<p>The Cold War – Paper 2</p> <p>Communication skills – Practise essay writing and group work</p>	<p>Spend time working with students on developing the essay writing skills that are central to success in the DP history course along with communication through peer assessment and feedback. Students will look at a mark scheme and will attempt to write 1 part of an essay each. Each group, using IB marking criteria, will mark each section/paragraph. Sections will then be displayed on a working wall which students will add to over time. As a challenge, more able students can think of linking sentences, prioritisation of reasons etc. This allows students to chart their own progress and learn from each other's well as to reflect. This allows students to practise communication skills with regards to working effectively with their peers and orally feedback to a whole class discussion. They will collaborate effectively and listen effectively in order to develop their essay writing skills.</p> <p>E.g. To what extent did economic interests rather than ideology lead to the breakdown of the Grand Alliance between 1943 and 1949? (Paper 2)</p>
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4. International Mindedness

<p>Authoritarian States – Paper 2</p>	<p>One of the key concepts running through the History DP course is perspectives. Students will be encouraged to analyse multiple perspectives and also to study different regions of the world. This in itself exemplifies international mindedness.</p> <p>For a specific example, students can look at the causes of the Cuban Revolution. Students will analyse the Cuban perspective and the reasons behind Castro's coup alongside how the USA viewed the overthrow of Batista. Students will look at speeches and interviews alongside other forms of propaganda in order to understand how both sides viewed the causes of the revolution and how that influenced the events afterwards. This will be helpful for students when writing causation essays for Paper 2. International mindedness will need to be kept in mind with regards to Cuban culture and ideology at the time of the revolution and Castro's takeover to understand it from the Cuban perspective.</p> <p>Another example of perspectives in international mindedness could be the analysis of picture documents. Students will be given multiple pictures surrounding the violence towards the African American people protesting in Birmingham, during the Freedom Rides, during the Montgomery Bus Boycott etc. Students will be asked to analyse how 2 different racial groups in the USA may have viewed the photographs at the time and how they might view them now. This will help students to understand the importance of perspectives and hindsight when analysing source material for Paper 2. How might a person from outside of the USA have viewed the pictures? What does this say about the dominance of the USA Western thought</p>
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5. Development of the IB learner profile

Internal Assessment	Students will be encouraged to be curious inquirers and to develop this skill throughout the course but especially in the IA. Students will learn to research independently and on a topic that they enjoy and have enthusiasm for. Students will need to be open minded and reflective when dealing with feedback from the first draft of the IA as well as reflective in the required section of the IA. Students will also have to be principled especially with regard to referencing and academic honesty for the IA. Students will have to also be knowledgeable in order to complete the IA (as well as the rest of the course) and will need to understand and explore knowledge across a range of disciplines and resources in order to produce a well-rounded piece of work.
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6. Resources

Students will all be required to buy the CORE course companion for each topic taught and use them both in lessons and for home study. Students will also be given a suggested reading list to supplement the core text. There will be copies for students to access in school (an informal IBDP History library in the classroom/common areas.) Some of which have been detailed above. The school will also have access to JSTOR which the students will have access to electronically. Students will also be given a list of helpful websites in order to expand their reading around the subjects. Software will also need to be purchased by the school to ensure that academic honesty is being met (e.g. Turnitin)