

Diploma Programme subject outline—Group 3: individuals and societies			
School name	Gymnazium a SOS Rokycany	School code	061768
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	Lenka Houšková	Date of IB training	6th – 8th Nov 2020
Date when outline was completed	05/2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	DP Category 1 History

* 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	10: Authoritarian states (20th century)	
	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.

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	minutes.		
General notes	Y1: Introduction, Paper 1, Paper 2/10 Y2: Paper 2/12	207 classes in 2 years = 155 hours in 2 years (Y1: total of 114 lessons, Y2: 93 lessons)	45	3	Tests and quizzes – (computer and paper-based exams) Classwork (Warm up sets, primary sources investigations, writing, group work) Homework (Essays, primary sources analysis, mind maps) Oral examination Mock exams (Y2) Websites: history.com, biography.com, Britannica.com, khanacademy.com etc. Books: Eunice Price: <u>Authoritarian States</u> . Oxford – History for the IB diploma (Cambridge University press). Eunice Price: <u>The Move to Global War</u> . Oxford – History for the IB diploma (Cambridge University press). Jo Thomas: <u>The Cold War</u> .

				Formative and summative assessments.	Oxford – History for the IB diploma (Cambridge University press). Bridget Kendall: <u>The Cold War: A New Oral History</u> . BBC Physical Audio, 2018. Youtube videos and documentaries
Year 1	Introduction to Imperialism	<ul style="list-style-type: none"> • What is Imperialism – different contexts • Causes of Imperialism • Effects of Imperialism 	10 lessons (7,5 hours)		
	World history topic 10: Authoritarian states (20th century)	<ul style="list-style-type: none"> • different factors that led to the emergence of totalitarian regimes (esp. impact of WWI and the Treaty of Paris, economic crisis etc.) • methods used to establish and maintain the totalitarian power - general and specific features in several states; the role of propaganda • examples of 3 authoritarian states (Hitler - Germany, Mussolini - Italy, Lenin and Stalin - USSR) 	70 lessons (52,5 hours)		<ul style="list-style-type: none"> • Eunice Price: <u>Authoritarian States</u>. Oxford – History for the IB diploma (Cambridge University press). • www.moderni-dejiny.cz
	Prescribed subject 3: The move to global war - Paper 1	<ul style="list-style-type: none"> • characteristics of the interwar Japan • causes of the Japanese expansion • the Japanese influence on China, Mukden incident, annexation of Manchuria; the role of the League of Nations • Sino-Japanese War 1937 - 1941 • the Tripartite Pact x international response • the outbreak of war, Pearl Harbor x international response • WW1 as one of the most important causes of expansion of Germany and Italy 	30 lessons (22,5 hours)		<ul style="list-style-type: none"> • Eunice Price: <u>The Move to Global War</u>. Oxford – History for the IB diploma (Cambridge University press).
	Case study 1: Japanese expansion in East Asia	<ul style="list-style-type: none"> • influence of the totalitarian ideology on the foreign policy of Italy and Germany 			
	Case study 2: German and Italian expansion (1933 -				

	1940)	<ul style="list-style-type: none"> • impact of domestic economic problems on the foreign policy of Italy and Germany • German expansion after 1933: the Saarland, annexation of Austria, the Munich Crisis x the role of the League of Nations, international protests/ appeasement • Italian expansion (Abyssinia, Albania) • the Tripartite Pact, Nazi-Soviet Pact • outbreak of WW2 			
Year 2	World history topic 12: The Cold War: Superpower tensions and rivalries (20th century)	<ul style="list-style-type: none"> • characteristics of the term Cold War, the origin and meaning of this term • roots of the Cold War (policy of the Grand Alliance during the WW2; USSR x USA - tendency to hegemony from different perspectives and in various areas (foreign policy, ideology, economic reasons, science, space conquest etc.) • development and changes of the Cold War • relations between the US, USSR and China 1947 - 1989 • détente and the end of the Cold War • the impact of 2 leaders (Khrushchev, Kennedy, Castro or Mao Zedong) • the economic, social and cultural impact on the Czechoslovakia • the economic, social and cultural impact on Korea, Cuba, China or Vietnam • Case study 1: Cuban Missile Crisis 1962 • Case study 2: The Prague Spring 	85 lessons (64 hours)		<ul style="list-style-type: none"> • Jo Thomas: <u>The Cold War</u>. Oxford – History for the IB diploma (Cambridge University press). • Bridget Kendall: <u>The Cold War: A New Oral History</u>. BBC Physical Audio, 2018
	Revision	Mock exams	8 lessons (6 hours)		- www.moderni-dejiny.cz

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.

General information

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment requirements at SL and at HL are the same.

The IA will be a historical investigation into a topic of the students' choice.

Scheduling

Y1:

IA will be mainly introduced by the end of October of the first year. By February of the first year, students have to submit the first draft of "identification and evaluation of sources". By April of the first year, students have to write the first draft of "investigation".

Y2:

By October of the second year, students have to submit the second draft of "identification and evaluation of sources". By December of the second year, students need to hand in the second draft of "investigation". All of this will happen under teacher supervision (regular consultations at school). By the end of February of the second year, students have to submit the final draft of the IA to the teacher. The teacher then submits the draft to the DPC by the end of March of the second year.

Assessment criteria

During the process of evaluation, identification and evaluation of sources (6 marks), Investigation (15 marks), Reflection (4 marks), will be taken into consideration.

For more detail see the History guide.

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)
Authoritarian states (20th century)	This topic will be related to TOK in various ways. Students will study the topic from different perspectives, such as official propaganda (posters, songs, poems, slogans, photos...), or criticsers of the regime. This activity will be realised in groups. After sharing the outcomes of the collaborative work, students will compare the objectivity of different sources and evaluate their social, political... impact. They will also consider the role of individuals/dictators in history (manipulation and leadership) and discuss the impact of the totalitarian regime on ourselves in the present. One task will focus on manipulating historical facts in the USSR during the Moscow Trials.

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)
The Cold War: Superpower tensions and rivalries (20th century)	<ol style="list-style-type: none">1. Thinking skills: Students will critically think about the influence of the superpower on all components of life (not only on politics or economy, but even on the everyday life of ordinary people). They will evaluate positive and negative aspects of this influence and critically discuss long-term negative impacts in different regions that are recognizable even nowadays (e.g. Czechoslovakia, Korea, Vietnam).2. Research skills: Students will acquire the skill of researching, since this topic allows them to look at various information and resources. Students will know what to look for and how to look for a certain idea with regard to understanding the tensions (e.g. conquest of space), critical historical moments (e.g. Cuban Crisis), different attitudes (Khrushchev's speech) and solutions etc. Students will gather information and collect them to fit their objective.

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)	Taking examples from the Korean and Vietnamese War, students will learn about the conflicts from different perspectives and different sources. They will compare the official political reasons (political control of USSR and USA), the irrational motives (fear of spreading communism or capitalism), economic reasons, the impact of war on ordinary people and the use/abuse of destructive weapons (Napalm, Agent Orange). Students will compare different attitudes of politicians, physicians..., eyewitness accounts of American soldiers, protests of the hippie movement, witness accounts of native people, silent messages of photos and videos (e.g. The Napalm Girl). Sources will be based mostly on the book by Bridget Kendall: The Cold War: A New Oral History. BBC Physical Audio, 2018.

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
Authoritarian states (20th century)	This topic contributes to the development of the IB learner profile in various ways: <ul style="list-style-type: none"> a) Inquirers: This topic will create a certain curiosity among learners to research and come up with answers. What were the main features of the chosen authoritarian states? How did they resemble and differ from each other? What methods were the most effective in consolidating the regime or controlling the society? b) Open-minded: Students will be encouraged to be open-minded, looking for ways to respectfully find common ground so as to develop collaboratively as a team. It's in true collaboration that we learn to respect each other and build a better community. Students will be motivated to express their own point of view and to accept the others' attitudes, to be tolerant to completely different opinions and to respect that we are all different. The topic of authoritarian states could be controversial and would arouse strong emotions face to face with the dictators' practices (e.g. concentration camps). c) Reflective: Reflection is a major part of any learning experience. Learners will reflect upon their research and compare it (if needed) to what they already know ahead of time. Hence, they will know their strengths and weaknesses and use them for their personal development, especially in future research and case studies. Students will thoughtfully consider the impact of the totalitarian regimes on our current world (e.g. the impact of Soviet communism in Eastern Europe).

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.

- **General notes:**

The school's classrooms are all equipped with computers, multimedia projectors, touch boards, speakers, and high-speed Wi-Fi. There is a computer lab and a well-equipped library with several multimedia and VR stations accessible to students. The school has purchased teacher resource materials for every subject including textbooks, subject guides and teaching methodology material. There is also a virtual link to the library of Western Bohemia University in Pilsen which enables students and teachers to use a wide variety of resources, magazine articles, fiction and non-fiction literature, etc. There are also printing and scanning stations available to students and teachers enabling them to work with and create various teaching and learning materials. Overall, the amount and quality of available resources is sufficient to give effective support to the History course.

- **Specific sources:**

- **Websites:** history.com, biography.com, Britannica.com, khanacademy.com, www.moderni-dejiny.cz etc.
- **Books:** Eunice Price: Authoritarian States. Oxford – History for the IB diploma (Cambridge University press).
Eunice Price: The Move to Global War. Oxford – History for the IB diploma (Cambridge University press).
Jo Thomas: The Cold War. Oxford – History for the IB diploma (Cambridge University press).
Bridget Kendall: The Cold War: A New Oral History. BBC Physical Audio, 2018.
Crowhurst, Patrick: A History of Czechoslovakia Between the Wars: From Versailles to Hitler's Invasion. I.B. Tauris 2015.
- YouTube videos and documentaries etc.