

DP unit planner 1

Teacher(s)	Paul Keene; Tyler Morningstar	Subject group and course	Group 3 IB History		
Course part and topic	Route 2, Topic 1: Causes, practices and effects of wars	SL or HL/Year 1 or 2	SL Year 1	Dates	Sept 1–Oct 15
Unit description and texts		DP assessment(s) for unit			
This unit will examine the causes, practices and effects of war. Different types of war will be identified and analysed. Specific war to study will be the First World War in preparation for the paper 2 exam.		Practice for Year 2 paper 2 exam			

INQUIRY: establishing the purpose of the unit

<p>Transfer goals</p> <p><i>List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer”, or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.</i></p>
<p>IB Assessment Objective 2: Application and interpretation</p> <p>a) Show awareness of different approaches to, and interpretations of, historical issues and events.</p> <p>IB Assessment Objective 3: Synthesis and evaluation</p> <p>a) Evaluate different approaches to, and interpretations of, historical issues and events; b) Develop critical commentary using the evidence</p>

ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process
<p><u>Students will know the following content:</u></p> <p>Causes of First World War</p> <ol style="list-style-type: none"> Students will be able to explain that the long-term causes of the First World War were (MAIN) militarism, alliances, imperialism, industrialization and nationalism. Students will be able to explain that the short-term causes of the First World War were the Bosnian Crisis of 1908, the Agadir Crisis of 1911, the First and Second Balkan War 1912–13. Students will be able to explain that the immediate causes of the First World War were the July Crisis of 1914 and the Assassination of Archduke Franz Ferdinand. <p>Nature/practices of the First World War</p> <ol style="list-style-type: none"> Students will be able to discuss technological developments including tanks, U-boats, poison gas, machine guns; tactics and strategies on land and sea, including trench warfare, aircraft bombings, civilian and industrial targets, unrestricted submarine warfare, blockades, and a multi front war during the First World War. Students will be able to demonstrate understanding of the home front: economic and social impact including the changing role of women, 	<p><i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i></p> <p>Learning experiences and strategies/planning for self-supporting learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Small group/pair work <input checked="" type="checkbox"/> Powerpoint lecture/notes <input checked="" type="checkbox"/> Individual presentations <input checked="" type="checkbox"/> Group presentations <input type="checkbox"/> Student lecture/leading <input checked="" type="checkbox"/> Interdisciplinary learning <p>Details:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Other/s:

<p>minorities at war and at work, food shortages, rationing, propaganda, government control of production and daily life during the First World War.</p> <p>6. Students will be able to examine resistance and revolutionary movements including Serbia’s Black Hand, Belgian Resistance, French Resistance, and the Bulgaria-Greece-Serbia Alliance against the Ottoman Empire.</p> <p>Effects</p> <p>7. Students will be able to evaluate Peace Settlements at the end of the war, including Paris Conference 1919–23 resulting in treaties of Versailles, St Germain, Trianon, Neuilly, Sevres, Lausanne.</p> <p>8. Students will be able to evaluate attempts at collective security including the League of Nations based on Wilson’s 14 Points.</p> <p>9. Students will be able to explain political repercussions and territorial changes including the German War Guilt Clause 231, War Reparations, Alsace Loraine, Saar, Rhineland, Polish Corridor.</p> <p>10. Students will be able to identify post-war economic problems including inflation, the Depression, the Weimar Republic’s collapse.</p> <p><u>Students will develop the following skills:</u></p> <p>11. Students will be able to recall and select relevant historical knowledge.</p> <p>12. Student will be able to demonstrate an understanding of historical context.</p> <p>13. Students will be able to identify cause/effect and continuity/change.</p> <p>14. Students will be able to demonstrate the ability to structure an essay answer.</p> <p><u>Students will grasp the following concepts:</u></p> <p>15. The past impacts the present and the future; understanding the causes of the First World War can lead to the prevention of future global conflict.</p> <p>16. There are different points of view to every story; however, some perspectives have stronger justification/evidence which likely makes them more valid or true.</p> <p>17. The study of the First World War, and history in general, helps to development a sense of identity, defends us against propaganda and enriches our understanding of human nature (Lagemaat, TOK).</p>	<p>Formative assessment:</p> <p>Written checks for understanding, including paragraphs and essays</p> <p>Verbal checks for understanding, including seminar, lecture, whole-class discussion, teacher-led and student-led discussion</p> <p>Visual checks for understanding, including mind map, timeline, map, bulletin board</p> <hr/> <p>Summative assessment:</p> <p>Paper 2 practice exam (timed)</p> <hr/> <p>Differentiation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Affirm identity—build self-esteem <input type="checkbox"/> Value prior knowledge <input type="checkbox"/> Scaffold learning <input checked="" type="checkbox"/> Extend learning <p>Details:</p>
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<p>Approaches to learning (ATL)</p> <p><i>Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.</i></p>		
<p><input checked="" type="checkbox"/> Thinking</p> <p><input type="checkbox"/> Social</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input type="checkbox"/> Self-management</p> <p><input checked="" type="checkbox"/> Research</p> <p>Details:</p>		
<p>Language and learning</p> <p><i>Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.</i></p>	<p>TOK connections</p> <p><i>Check the boxes for any explicit TOK connections made during the unit.</i></p>	<p>CAS connections</p> <p><i>Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.</i></p>
<p><input type="checkbox"/> Activating background knowledge</p> <p><input type="checkbox"/> Scaffolding for new learning</p> <p><input checked="" type="checkbox"/> Acquisition of new learning through practice</p> <p><input checked="" type="checkbox"/> Demonstrating proficiency</p>	<p><input type="checkbox"/> Personal and shared knowledge</p> <p><input checked="" type="checkbox"/> Ways of knowing</p> <p><input checked="" type="checkbox"/> Areas of knowledge</p> <p><input type="checkbox"/> The knowledge framework</p>	<p><input type="checkbox"/> Creativity</p> <p><input type="checkbox"/> Activity</p> <p><input type="checkbox"/> Service</p> <p>Details:</p>

Details:	Details: AOK History and Religious Systems and WOK language and sense perception	
Resources <i>List and attach (if applicable) any resources used in this unit.</i>		
<ul style="list-style-type: none"> ● 20th Century IB History Companion, Oxford ● Resources: <i>History 20th Century World: Causes, practices and effects of wars.</i> Ed. Keely Rogers, Jo Thomas. Pearson: London. 2010 ● European History, TA Morris ● Johndclare.net ● Activehistory.co.uk 		

Stage 3: Reflection, considering the planning, process and impact of the inquiry

What worked well <i>List the portions of the unit (content, assessment, planning) that were successful.</i>	What didn't work well <i>List the portions of this unit (content, assessment, planning) that were not as successful as hoped.</i>	Notes/changes/suggestions: <i>List any notes, suggestions, or considerations for the future teaching of this unit.</i>
<ul style="list-style-type: none"> ● Rich historiographical material provided students with a variety of historical perspectives. ● Socratic seminars were successful due to ambiguity for assigning blame for start of the war. ● Focus on organization, knowledge and critical thinking. 	<ul style="list-style-type: none"> ● Practice/course of the war is often overlooked due to time constraints and emphasis of social history of military strategy. ● Resistance groups, role of women, minorities and economic effect on the home front not paid enough attention to. 	<ul style="list-style-type: none"> ● Watch the schedule. Stick to it. Spend less time on causes and get through the material. ● Require students to focus a little more on four decisive battles in the course of the war. ● More regular knowledge-based quizzes to prepare for paper 2.

<ul style="list-style-type: none"> • Timed paper 2 practice exam, which gave students an opportunity to get a look and feel of the final IB exams. Students reported appreciating this authentic practice for finals. 	<ul style="list-style-type: none"> • Students had some difficulty managing time; they found it hard completing two thorough essay responses in the time allotted for assessment. 	<ul style="list-style-type: none"> • Design lesson around command terms. Students must better know and understand the specific demands of the question. • Plan out readings for each class and unit ahead of time. • Include more knowledge-based quizzes/tests prior to exam paper. We love skills, however content must be mastered before a careful and critical thought can occur.
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