

**Subject group and course title:** Individuals & Societies – History HL/SL

**Course purpose:** is to encourage students to develop factual knowledge, critically evaluate historical events, raise multiple perspectives and as such build historical skills.

- **Aims:** to help students develop an in depth understanding and appreciation of past events and respective complexity; to expose students to the handling of historical concepts; to raise international mindedness via the study of case studies from different regions; grow a sense of chronology and of historical continuity supported by a reflective evaluation of diverse perspectives.
- **Objectives:** to facilitate knowledge understanding via the rigorous study and critical exploration of, facts, concepts, and sources; to utilize and explore valid arguments, detailed factual knowledge, and diverse source interpretations; to synthesize and examine, facts in a coherent fashion, discuss differing views, acknowledge source values and limitations and integrate these to a historical discussion; to develop a series of historical skills, involving essay writing, identifying historians' biases, shape research questions and respective investigations based on diverse bibliographical material.

**Topics covered:** Prescribed subject 3: The move to global war:

- Case study 1: Japanese expansion in East Asia (1931–1941)
- Case study 2: German and Italian expansion (1933–1940)

World history topic 10: Authoritarian states (20th century):

- Emergence of authoritarian states
- Consolidation and maintenance of power
- Aims and results of policies
- The Americas: Cuba—Castro
- Europe: Germany/Hitler; USSR/Lenin/Stalin; Italy/Mussolini; Spain/Franco

World history topic 12: The Cold War:

- Superpower tensions and rivalries (20th century)
- Rivalry, mistrust, and accord
- Leaders and nations
- Cold War crises
- Examples of leaders: Truman, Stalin, Khrushchev, Castro
- The Americas: Cuban Missile Crisis (1962)
- Europe: Berlin blockade (1948–1949), Berlin Wall (1958–1961)

HL options - History of Europe:

- 12: Imperial Russia, revolution, the establishment of the Soviet Union (1855–1924)
- 14: Inter-war domestic developments in European states (1918–1939)
- 15: Diplomacy in Europe (1919–1945)

### Assessment model

IB DP requirements to be fulfilled:

- Paper 1 (1 hour) Source-based paper based on the five prescribed subjects (The move to global war).
- Paper 2 (1 hour 30 minutes) Essay paper based on world history topics 10 & 12. Two essay questions on two different topics
- HL only: Paper 3 (2 hours 30 minutes). For the selected region, Europe, three essay questions.
- Internal assessment: Historical investigation into a topic of students' choice.

Assessment tools used in class:

- **Formative:**
  - Class timed essays
  - Group class presentations on a topic selected by students
  - Open themed debate organized and coordinated by students
  - Action planning essays
  - Peer assessment with criteria application
  - Designing timelines
  - Familiarizing with geographical context of respective topics
  - Exploring primary sources, suggesting diverse interpretations
  - Discussing origin, purpose, value, and limitations of primary/secondary sources
  - Building & comparing bibliographical material per topic - historiography
- **Summative:**
  - Timed past paper simulations
  - Unit tests
  - Reflecting on test performance
  - Internal assessment scaffolding

### How are key concepts served?

- Upon commencement of each topic, a timeline is shared, allowing students to select the suitable 'big idea(s)' e.g., WWII causes are in a meaningful way explained via the key concepts of, causation and consequence, hence students critically evaluate evidence within the context of long and short terms causes and respective implications.
- Teaching of each topic will 'revolve' around the key concepts raised; helping students relate evidence with big ideas and as such look for interpretations that support the latter.
- When building an essay plan, students are encouraged to breakdown the key elements of the research question and as such select the suitable key concepts to pursue, throughout their discussion.
- Formative and summative tasks will be developed upon the foundation of key concepts selected as ideas that best explain evidence drawn from bibliographical material.

### How does the course foster international mindedness?

- Case studies of international and global significance are studied as an integral part of the syllabus.
- Examples drawn from different regions, e.g., authoritarian states topic, Castroism, Stalinism and Nazism are selected reflecting the differing historical development of nations with diverse social, cultural, and political contexts. In addition to how the aforementioned ideological movements affected, then and today, parts of the world. Big ideas therefore are explored, compared, and tested to

states selected from different regions. Allowing students to familiarize with respective attitudes and value systems.

### **How are IB Learner Profile attributes promoted?**

- The profile attributes are explored via the research and completion of formative and summative tasks.
- More specifically:
  - when students investigate and prepare a topic specific presentation, strive to be inquirers, thinkers, and communicators
  - when students design and evaluate essay mind maps and respective discussion, strive to be thinkers, knowledgeable, inquirers and communicators
  - when students reflect upon test performance, strive to be reflective
  - when students select and scaffold internal assessment – historical investigation, strive to be open minded and risk takers

### **How does the course meet student needs via ATL?**

Students develop and enhance transferable skills with the following class practices:

- Social skills:
  - Structuring and coordinating debates on a topic
  - Working in groups toward preparing a class presentation on a pre-selected topic
- Self-Management skills:
  - Meeting deadlines regarding completion of, essays and internal assessment/historical investigations
  - Timed essays and past paper simulations in class
  - Action planning/scaffolding the completion of historical investigations
- Thinking skills:
  - Interpreting research questions and identifying suitable key concepts
  - Evaluating evidence in relation to the given research question and suitable key concepts
- Research skills:
  - Researching for bibliographical material to support an investigation
  - Collecting evidence
  - Researching for historiography, i.e., historians' views on pre-selected topics

### **Describe connections with CAS:**

- History topics maybe better understood via experiential learning i.e., activities that can bring 'history to life'
- In an attempt for students to understand WWII social implications, coordinated an activity whereby interviewed senior citizens about life conditions in occupied, by the Nazis, Athens
- Visited Nazi prison cells and developed an awareness presentation on the 'life of a prisoner' making connections with contemporary conflicts

### **Describe connections with TOK:**

- Theory of knowledge 'thinking' helps students to:

- Identify and explain historians' biases in relation to respective interpretations
- Explore social groups value systems and how the latter affected their growth and historical development
- Explore the elements that shaped social groups choices e.g., Japan's government decision to revise history textbooks referring to the "Nanking Massacre". Investigating how stakeholders differently interpret the same set of historical evidence.
- How is data accuracy ensured and how sources limitations, progress historical thinking

### Recommended resources

- Stephen Lee, "European Dictatorships"
- Thomas Skidmore, "Latin American History"
- Alan Todd, "Authoritarian and single party states"
- Keely Rogers, "The Cold War"
- John L. Gaddis, "The Cold War"
- Keely Rogers, "The move to global war"

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