# DP unit planner 3

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| **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 purpose of the unit***

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| **Transfer goals**  *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.* |
| IB Assessment Objective 2: Application and interpretation   1. Show awareness of different approaches to, and interpretations of, historical issues and events.   IB Assessment Objective 3: Synthesis and evaluation   1. Evaluate different approaches to, and interpretations of, historical issues and events; 2. Develop critical commentary using the evidence |

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| **Essential understandings**  *List here the key content/skills/concepts that students will know/develop by the end of the unit.* |
| Students will know the following content:  **Causes of the First World War**   * + - 1. Students will be able to explain that the long-term causes of the First World War were (MAIN) militarism, alliances, imperialism, industrialization and nationalism.       2. 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.       3. 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.   **Nature/practices of the First World War**   * + - 1. 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.       2. Students will be able to demonstrate understanding of the home front: economic and social impact including the changing role of women, minorities at war and at work, food shortages, rationing, propaganda, government control of production and daily life during the war.       3. 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.   **Effects**   * + - 1. Students will be able to evaluate Peace Settlements at the end of the First World War, including Paris Conference 1919–23 resulting in treaties of Versailles, St Germain, Trianon, Neuilly, Sevres, Lausanne.       2. Students will be able to evaluate attempts at collective security including the League of Nations based on Wilson’s 14 Points.       3. 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.       4. Students will be able to identify post-war economic problems including inflation, the Depression, the Weimar Republic’s collapse.   Students will develop the following skills:   * + - 1. Students will be able to recall and select relevant historical knowledge.       2. Student will be able to demonstrate an understanding of historical context.       3. Students will be able to identify cause/effect and continuity/change.       4. Students will be able to demonstrate the ability to structure an essay answer.   Students will grasp the following concepts:   * + - 1. 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.       2. There are different points of view to every story; however, some perspectives have stronger justification/evidence which likely makes them more valid or true.       3. 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). |
| **Missed concepts/misunderstandings**  *List here likely misunderstandings students may have during the unit with relation to skills, content and concepts.* |
| Content-based:   1. Student notion that the causes of the First World War were inevitable and that no alternatives in 1914 existed to policy makers; therefore, the war could not have been avoided. 2. Students give primacy to immediate causes over longer term causes for war. 3. Student assumption that the war was entirely Germany’s fault.   Skills-based:   1. Students missed opportunity to reiterate thesis throughout the essay via topic sentences, explicitly restating the terms of the prompt. 2. Students missed opportunity to evaluate relative importance of short- and long-term causes of the First World Wat. Students render judgment.   Concept-based:   1. Student notion that history is a series of universally agreed upon facts to be memorized. 2. Student notion that there is one official narrative of the past that is superior to others. |
| **Inquiry questions**  *List here the understandings above written in question form, preferably as ones that inspire students to answer them. Feel free to create additional questions that help inspire further inquiry in the unit but may not directly connect to an above essential understanding.* |
| Content-based:   1. What alternatives to war did the policy makers have prior to 1914? 2. In what ways were the long-term causes more significant than the immediate causes of the Great War? 3. Was Serbia/Russia/France/Britain/Austria-Hungary to blame for the war?   Skills-based:   1. Does each of my topic sentences clearly link to the thesis? 2. How does my work demonstrate mastery understanding of the prompt and the terms in the prompt? 3. Does my work satisfy the demands of the question? Explain. 4. Where in my work have I evaluated or made a judgment of something?   Concept-based:   1. What alternative narratives to the causes of war exist? Which one do you most agree with? 2. What “facts” about the first World War are in dispute? 3. Why do historians reach different conclusions on what caused the First World War? What are the strengths and limitations in the historians' methodologies? (Rogers 37) 4. Can high casualty rates in war be justified?  What **is**an unacceptably high casualty figure? (Rogers 42) |

***ACTION: teaching and learning through inquiry***

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| **Essential understanding goals**  *Copy and paste the essential understanding goals from above “Inquiry” section.* | **Assessment of essential understanding goals**  *Write a 1:1 matching assessment for all goals. Assessments should be labelled formative (F) or summative (S).* | **Learning process**  *Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.* |
| Students will know the following content:  **Causes of the First World War**   1. Students will be able to explain that the long-term causes of the First World War were (MAIN) militarism, alliances, imperialism, industrialization and nationalism. 2. 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. 3. 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.   **Nature/practices of the First World War**   1. 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. 2. Students will be able to demonstrate understanding of the home front: economic and social impact including the changing role of women, minorities at war and at work, food shortages, rationing, propaganda, government control of production and daily life during the war. 3. 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.   **Effects**   1. Students will be able to evaluate Peace Settlements at the end of the First World War, including Paris Conference 1919–23 resulting in treaties of Versailles, St Germain, Trianon, Neuilly, Sevres, Lausanne. 2. Students will be able to evaluate attempts at collective security including the League of Nations based on Wilson’s 14 Points. 3. 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. 4. Students will be able to identify post-war economic problems including inflation, the Depression, the Weimar Republic’s collapse.   Students will develop the following skills:   1. Students will be able to recall and select relevant historical knowledge. 2. Student will be able to demonstrate an understanding of historical context. 3. Students will be able to identify cause/effect and continuity/change. 4. Students will be able to demonstrate the ability to structure an essay answer.   Students will grasp the following concepts:   1. 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. 2. There are different points of view to every story; however, some perspectives have stronger justification/evidence which likely makes them more valid or true. 3. 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). | Content-based:  **Causes of the First World War**   1. Online forum (F); Socratic seminar (F); paper 2 practice (S) 2. Quizlet (F);First World War Jeopardy game (F) 3. Key date mind map (F)   **Nature/practice of the First World War**   1. Photo essay (F) 2. Jane Schaffer paragraph (F) 3. Graphic organizer (F); simulation (F)   **Effects**   1. Google presentation (S) 2. League simulation (F) 3. Map activity (F) 4. Exit ticket (F)   Skills-based:   1. Cornell notes (F); paper 2 practice (S) 2. Socratic seminar (F); paper 2 practice (S) 3. Flow chart (F); Google presentation (F); paper 2 practice (S) 4. Outline (F); rough draft (F); paper 2 practice (S)   Concept-based:   1. Simulation (F); Socratic seminar (F), presentation (F); paper 2 practice (S) 2. Simulation (F); Socratic seminar (F), presentation (F); paper 2 practice (S) 3. Simulation (F); Socratic seminar (F), presentation (F); paper 2 practice (S) | Lecture  Socratic seminar  Small group/pair work  Powerpoint lecture/notes  Individual presentations  Group presentations  Student lecture/leading  Interdisciplinary learning  Details:  Other/s: |

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| **Resources** |
| * **20th Century IB History Companion, Oxford** * **History 20th Century World:** *Causes, practices and effects of wars*. Ed. Keely Rogers, Jo Thomas.  Pearson: London. 2010 * **European History, TA Morris** * **Johndclare.net** * **Activehistory.co.uk** * **Joyeaux Nöel - Film** * **All Quiet on the Western Front – Film** |

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| **Approaches to learning (ATL)**  *Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | **Metacognition**  *Check the boxes for any metacognitive approaches used that ask students to reflect on unit content, their own skills, or unit concepts. For more information on the IB’s approach to metacognition, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | **Differentiation:**  *For more information on the IB’s approach to differentiation, please see* [*the guide*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* |
| Thinking  Social  Communication  Self-management  Research  Details: | Reflection on content  Reflection on skills  Reflection on concepts  Details: | Affirm identity—build self-esteem  Value prior knowledge  Scaffold learning  Extend learning  Details: |
| **Language and learning**  *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*](http://ibpublishing.ibo.org/dpatl/guide.html)*.* | **TOK connections**  *Check the boxes for any explicit TOK connections made during the unit.* | **CAS connections**  *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.* |
| Activating background knowledge  Scaffolding for new learning  Acquisition of new learning through practice  Demonstrating proficiency  Details: | Personal and shared knowledge  Ways of knowing  Areas of knowledge  The knowledge framework  Details: | Creativity  Activity  Service  Details: |

***REFLECTION: Considering the planning, process and impact of the inquiry***

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| **What worked well** | **What didn’t work well** | **Notes/changes/suggestions:** |
| * 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 First World War. * Focus on organization, knowledge and critical thinking. * 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. | * 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. * Students had some difficulty managing time; they found it hard completing two thorough essay responses in the time allotted for assessment. | * 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 prep for paper 2. * 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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| **Transfer goals**  *List the transfer goals from the beginning of this unit planner.* |
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| **Transfer reflection**  *How successful were the students in achieving the transfer goals by the end of the unit?* |
| Overall, we were pleased with our students’ ability to meet the unit’s goals. This was their best exhibition of historiographical knowledge. Students were largely able to present the views of several noted historians and their conflicting interpretations of the causes of the First World War. The work of Fritz Fischer was a favourite. Students also performed well in offering their own commentary on the issue; however, a stronger knowledge base for evidence, particularly with respect to course of the war, resistance movements, role of women and economic effects was needed in paper 2. Furthermore, within student commentary, we would like to see improvement in evaluation of significant issues and events. |