



Curriculum Map for IB DP1 (Group 4)

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/Content	Skills	Assessments		Key resources
World War 1 8 weeks	Standard 2 Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. Standard 8 Students will understand how societies have influenced and been influenced by scientific developments and technological developments.	Structure and develop focused essays that respond effectively to the demands of a question. Demonstrate understanding of historical concepts and context. Demonstrate detailed, relevant and accurate historical knowledge. Integrate evidence and analysis to produce a coherent response. Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response. Formulate clear and coherent arguments. Use relevant historical knowledge to effectively support analysis.	-major long term and short term causes -Technological developments; theatres of war—air, land and sea The extent of the mobilization of human and economic resources The influence and/or involvement of foreign powers The successes and failures of peacemaking Territorial changes Political repercussions Economic, social and demographic impact; changes in the role and status of women	-Techniques of writing an effective persuasive essays -being able to evaluate the significance of different historical factors in shaping historical outcomes -use of historical evidence in supporting critical analysis	Formative -quiz on key terms -Graphic organizer on the causes of WWII -compare/contrast chart of the military/economic/political situation of each of the major five powers	Summative ESSAY TITLES FOR PAPER 2 -Evaluate the impact of three causes of WWI -To what extent did technological developments determine the outcome of WWII -Evaluate the outcomes of the Paris Peace Conference	Textbook: Causes and Effects of War (Hodder Education)
The Move to Global War 8 weeks	Standard 2 Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. Standard 7 Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.	Demonstrate understanding of historical sources Analyse and interpret a variety of sources Evaluate sources as historical evidence, recognizing their value and limitations Synthesize information from a selection of relevant sources	JAPAN Causes of expansion The impact of Japanese nationalism and militarism on foreign policy Japanese domestic issues: political and economic issues, and their impact on foreign relations Political instability in China Events Japanese invasion of Manchuria and northern China (1931)	-Students are able to pick up key historical details from historical documents -students are able to interpret the meaning of visual historical documents such as cartoons and photos -students are able to understand the origin, purpose, value, and limitations of historical documents -students are able to compare and contrast historical documents	FORMATIVE SUGGESTIONS: Students create a political cartoon highlighting the reasons for Japanese expansion in Manchuria (first go over pages 88-91 in the text) Practice questions from the The Move to Global War Text Students create a	SUMMATIVE: Paper 1 PREPARATION: Exams from the OCC and other Sources for PAPER 2 -Specimen Paper on the OCC (also located on the server) -Old papers on Abyssinian Crisis	Textbook: The Move to Global Other Resources are located on the school server



			<p>Sino-Japanese War (1937–1941)</p> <p>The Three Power/Tripartite Pact; the outbreak of war; Pearl Harbor (1941)</p> <p>Responses</p> <p>League of Nations and the Lytton report</p> <p>Political developments within China—the Second United Front</p> <p>International response, including US initiatives and increasing tensions between the US and Japan</p> <p>GERMAN AND ITALIAN EXPANSION</p> <p>Causes of expansion</p> <p>Impact of fascism and Nazism on the foreign policies of Italy and Germany</p> <p>Impact of domestic economic issues on the foreign policies of Italy and Germany</p> <p>Changing diplomatic alignments in Europe; the end of collective security; appeasement</p> <p>Events</p> <p>German challenges to the post-war settlements (1933–1938)</p> <p>Italian expansion: Abyssinia (1935–1936); Albania; entry into the Second World War</p> <p>German expansion (1938–1939); Pact of Steel, Nazi–Soviet Pact and the outbreak of war</p> <p>Responses</p> <p>International response to German</p>	<p>-students are able to use historical documents as support in writing a persuasive argument</p>	<p>timeline of the rise of German expansion during the 1930s</p> <p>To what extent did economic issues play an issue in the rise of totalitarian regimes in Italy, Germany, and Japan during the 1930s</p> <p>What role did France and Britain play in the rise of German and Italian aggression in Europe during the 1930s...class discussion</p> <p>What was the reaction of foreign powers to the rise of foreign aggression in the 1930s? Have the students create a mind map that examines the response of China, the USSR, the US, France, and the UK</p> <p>Students debate the role of Britain and France in the rise of Hitler during the 1930s</p> <p>-Quiz on key terms relating to Japanese expansion</p> <p>-Quiz on key terms relating to German and Italian expansion</p>	<p>(May 2010) and Manchurian Crisis (Nov 2013)</p> <p>Page 188(Move to Global War). There are two full length practice exams available for Germany/Italy. There are also two full length practice exams on Page 96 for Japan</p> <p>Have the students create their own IB Paper 1 assessment for either the Manchurian Crisis Or the Munich Agreement</p>	
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			aggression (1933–1938) International response to Italian aggression (1935–1936) International response to German and Italian aggression (1940)				
Spanish Civil War 7 weeks	Standard 4 (Culture) Students will understand cultural and intellectual developments and interactions among societies. Standard 8 (Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.	Structure and develop focused essays that respond effectively to the demands of a question. Demonstrate understanding of historical concepts and context. Demonstrate detailed, relevant and accurate historical knowledge. Integrate evidence and analysis to produce a coherent response. Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response. Formulate clear and coherent arguments. Use relevant historical knowledge to effectively support analysis.	major long term and short term causes -Technological developments; The extent of the mobilization of human and economic resources The nature of guerilla warfare vs conventional warfare The influence and/or involvement of foreign powers The successes and failures of peacemaking Political repercussions Economic, social and demographic impact; changes in the role and status of women	Techniques of writing an effective persuasive essays -being able to evaluate the significance of different historical factors in shaping historical outcomes -use of historical evidence in supporting critical analysis	Chart comparing the relative strengths and weaknesses of the Popular Front and the Nationalists Class discussion—To what extent did technology shape the outcome of the Spanish Civil War? Create a graphic organizer for the causes of the Spanish Civil War	Paper 2 Essays Essay—Compare and contrast the role of foreign powers in the Spanish and Chinese Civil Wars Essay—What factors accounted for the success of the CCP in the 1946-1949 Chinese Civil War?	Causes and Effects of War (Hodder Education) Guernica (Picasso) http://www.pablocassio.org/guernica.jsp
Chinese Civil War 7 weeks	Standard 4 Students will understand cultural and intellectual developments and interactions among societies. Standard 3 Students will understand the interactions and relationship between human societies and their physical environment.	Structure and develop focused essays that respond effectively to the demands of a question. Demonstrate understanding of historical concepts and context. Demonstrate detailed, relevant and accurate historical knowledge. Integrate evidence and analysis to produce a coherent response. Evaluate different perspectives on historical issues and events, and	major long term and short term causes -Technological developments; The extent of the mobilization of human and economic resources The nature of guerilla warfare vs conventional warfare The influence and/or involvement of foreign powers The successes and failures of	-students are able to compare and contrast major historical events -Techniques of writing an effective persuasive essays -being able to evaluate the significance of different historical factors in shaping historical outcomes -use of historical evidence in supporting critical analysis	FORMATIVE Was the primary cause of the Chinese Civil War economic—Discuss in class Students create a timeline of the Chinese Civil War To what extent was the role of the	SUMMATIVE Paper 2 ESSAY: Analyze the economic, social, and political causes of the Chinese Civil War Compare the role of foreign intervention in the Chinese Civil War	Text—Causes and Effects of Twentieth Century Wars (Hodder) Website: East Asia for Educators http://afe.easia.columbia.edu/ Excerpts from key speeches by Mao http://afe.easia.columbia.edu/special/china_1900_mao_speeches.htm



		<p>integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>	<p>peacemaking</p> <p>Political repercussions</p> <p>Economic, social and demographic impact; changes in the role and status of women</p> <p>The role of Chiang Kai Shek and Mao Zedong</p>		<p>individual important in determining the outcomes of the Chinese Civil War—Discuss in class</p> <p>Students create a mindmap of the primary causes of the Chinese Civil War</p> <p>People read excerpts from key speeches by Chairman Mao. Question: What can be learned about his ideas and goals from these speeches? Link to documents: http://afe.easia.columbia.edu/special/china_1900_mao_speeches.htm</p> <p>Classroom discussion: Compare and contrast the Spanish Civil War and the Chinese Civil War (1927-1937)</p>	<p>(1927-1937) and the Spanish Civil War</p> <p>To what extent were the weaknesses of the GMD responsible for their defeat during the 1946-1949 phase of the Chinese Civil War?</p>	
<p>Early Cold War</p> <p>5 weeks</p>	<p>Standard 1 (Time, Continuity, and Change)</p> <p>Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</p>	<p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p>Demonstrate understanding of historical concepts and context.</p> <p>Demonstrate detailed, relevant and accurate historical knowledge.</p> <p>Integrate evidence and analysis to produce a coherent response.</p>	<p>The breakdown of the grand alliance and the emergence of superpower rivalry in Europe and Asia (1943–1949): role of ideology; fear and aggression; economic interests; a comparison of the roles of the US and the USSR</p> <p>The role of Truman and Stalin in the early Cold War</p>	<p>-Techniques of writing an effective persuasive essays</p> <p>-being able to evaluate the significance of different historical factors in shaping historical outcomes</p> <p>-use of historical evidence in supporting critical analysis</p>	<p>Class debate—To what extent was the USSR responsible for the Cold War?</p> <p>-have students create a graphic organizer comparing the Yalta and Potsdam conferences</p> <p>-Have students analyze George Kennan’s Long</p>	<p>SUMMATIVE</p> <p>SUGGESTED Paper 2 ESSAY TOPICS</p> <p>To what extent was mistrust between the two superpowers the primary cause of the Cold War?</p> <p>To what extent</p>	<p>--textbooks in library relating to the Cold War</p> <p>--notes on server relating to Yalta, Potsdam, and the role of Germany in the early Cold War</p> <p>--CNN series on the Cold War—you can access this through Youtube. There are 24 episodes for the whole period of the Cold</p>



		<p>Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>			<p>Telegram.</p> <p>Have students analyze Winston Churchill's Iron Curtain speech</p> <p>-quiz on the key terms of the early Cold War</p> <p>-students create a mindmap that focuses on the role of Germany in the early Cold War</p>	<p>were Truman and Stalin the primary causes for the Cold War?</p> <p>Examine the role of Germany in the early Cold War (1945-1950)</p> <p>To what extent can the Yalta conference be considered to be the starting point of the early Cold War?</p>	<p>War; the first several deal with the 1945-50 period.</p> <p>-George Kennan's Long Telegram</p> <p>http://www.digitalhistory.uh.edu/disp_textbook.cfm?smID=3&psid=3626</p>
<p>WWII and the America</p> <p>HL ONLY</p> <p>16 weeks</p>	<p>16 weeks</p> <p>Standard 6 (Government)</p> <p>Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</p> <p>Standard 5 (Society and Identity)</p> <p>Students will understand social systems and structures and how these influence individual.</p>	<p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p>Demonstrate understanding of historical concepts and context.</p> <p>Demonstrate detailed, relevant and accurate historical knowledge.</p> <p>Integrate evidence and analysis to produce a coherent response.</p> <p>Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>	<p>Involvement and participation of Brazil and the US in the Second World War</p> <p>Social impact of the Second World War; impact on women and minorities; conscription</p> <p>Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians</p> <p>Reasons for, and significance of, US use of atomic weapons against Japan</p> <p>Economic and diplomatic effects of the Second World War in Brazil and the US</p>	<p>-Techniques of writing an effective persuasive essays</p> <p>-being able to evaluate the significance of different historical factors in shaping historical outcomes</p> <p>-use of historical evidence in supporting critical analysis</p>	<p>Formative</p> <p>Mindmap outlining the impact of WWII on women and minorities in the US</p> <p>-Students create chart comparing the impact of the Japanese internment in the US, Canada, and Latin America</p> <p>-Classroom debate: Was the use of the atomic bomb on Hiroshima and Nagasaki justified? Have students read article on the server that presents both sides of the issues</p>	<p>Summative Paper 3 Essays:</p> <p>To what extent did WWII affect women and minorities in the US?</p> <p>Discuss the military and diplomatic impact of WWII on Brazil</p> <p>Compare and contrast treatment of Japanese Americans in Canada, the US, and Peru during WWII</p> <p>To what extent was the dropping of the atomic bomb on Japan during WWII justified</p>	<p>Text—WWII and the Americas</p> <p>-many resources on all of these topics can also be found on the school server</p>
African American		Structure and develop focused essays	African Americans and the civil rights	-Techniques of writing an	FORMATIVE	SUMMATIVE	Textbook on Civil Rights



<p>Civil Rights</p> <p>17 weeks</p> <p>HL ONLY</p>	<p>Standard 6</p> <p>Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</p> <p>Standard 5 (Society and Identity)</p> <p>Students will understand social systems and structures and how these influence individual.</p>	<p>that respond effectively to the demands of a question.</p> <p>Demonstrate understanding of historical concepts and context.</p> <p>Demonstrate detailed, relevant and accurate historical knowledge.</p> <p>Integrate evidence and analysis to produce a coherent response.</p> <p>Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>	<p>movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955–1980)</p> <p>Role of Dr Martin Luther King Jr in the civil rights movement; the rise of radical African American activism (1965–1968): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas</p>	<p>effective persuasive essays</p> <p>-being able to evaluate the significance of different historical factors in shaping historical outcomes</p> <p>-use of historical evidence in supporting critical analysis</p>	<p>Quiz on key terms of the civil rights movement</p> <p>Chart comparing and contrasting the role of MLK and Malcolm X in the Civil Rights Movement</p> <p>Photostory about the Civil Rights Movement during the 1950s</p> <p>Have the students analyze MLK’s 1963 “I Have a Dream” speech</p> <p>Create a mindmap comparing the roles of Presidents Eisenhower, Kennedy, and Johnson in the Civil Rights movements</p> <p>Classroom discussion about the various methods used to during the Civil Rights era to obtain greater freedoms for African Americans</p>	<p>PAPER 3 Essays</p> <p>Evaluate the role of MLK in the Civil Rights Movement from 1955 to 1965</p> <p>Compare and Contrast the role of MLK and Martin Luther King Jr in the civil rights movement</p> <p>Evaluate the role of the government in the Civil Rights Movement</p> <p>Discuss the origins, goals, methods, and impact of the Black Power Movement on the broader Civil Rights Movement</p>	<p>Eyes on the Prize video series (located on Youtube)</p> <p>Various resources located on the school server</p> <p>Malcolm X Ballot or the Bullet speech</p> <p>http://www.digitalhistory.uh.edu/disp_textbook.cfm?mtid=3&psid=3624</p> <p>MLK –Letter from a Birmingham Jail</p> <p>http://okra.stanford.edu/transcription/document_images/undecided/630416-019.pdf</p> <p>Black Panther Ten Point Program</p> <p>http://collectiveliberation.org/wp-content/uploads/2015/01/BPP_Ten_Point_Program.pdf</p>
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DP2 Curriculum Map for History (Group 3)

Unit Title (Time frame)	Standards	IB Objectives	Knowledge/Content	Skills	Assessments		Key resources
INTERNAL ASSESSMENT HL and SL Approximately 20hrs in class (work is also done outside of the classroom)	What are students expected to know and be able to do (knowledge and skills) by the end of a specific stage in their education?—General statements To be the same across all year levels	Demonstrate understanding of historical sources Analyse and interpret a variety of sources. Synthesize information from a selection of relevant sources Evaluate sources as historical evidence, recognizing their value and limitations Reflect on the methods used by, and challenges facing, the historian. (Internal assessment) Formulate an appropriate, focused question to guide a historical inquiry. Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources.	Students choose a research question based on their own personal interest	Critical evaluation of historical documents Developing an appropriate research question Critical Analysis Proper source documentation Understanding the value and limitations of historical documents	Formative NA	Summative NA	There are resources on a number of topics located in the library. These include the Berlin Wall crisis, the Japanese internment in WWII, the Holocaust and the US, Early Cold War, US Civil Rights, Causes of the Korean War
Post 1950 Cold War HL and SL 12 weeks	Standard 2 Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. Standard 3 Students will understand the interactions and relationship between human societies and their physical environment. Standard 8	Structure and develop focused essays that respond effectively to the demands of a question. Demonstrate understanding of historical concepts and context. Demonstrate detailed, relevant and accurate historical knowledge. Integrate evidence and analysis to produce a coherent response. Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response. Formulate clear and coherent	The US, USSR and China—superpower relations (1947–1979): containment; peaceful co-existence; Sino-Soviet and Sino-US relations; détente Confrontation and reconciliation; reasons for the end of the Cold War (1980–1991): ideological challenges and dissent; economic problems; arms race Vietnam War (1965-1973) The Berlin Wall Crisis The Cuban Missile Crisis The impact of Cold War tensions on Cuba and Germany	-Techniques of writing an effective persuasive essays -being able to evaluate the significance of different historical factors in shaping historical outcomes -use of historical evidence in supporting critical analysis	FORMATIVE Students create a photostory of the Post-1950 Cold War Quiz on the post-1950 Cold War Students create a timeline of the Cuban Missile Crisis Classroom discussion; What was the impact of the Vietnam War on Cold War realations? Discuss the role of	Paper 2 Essay Students compare and contrast the impact of the Berlin Wall Crisis and the Cuban Missile Crisis on the Cold War Evaluate the impact of the Vietnam War on the Cold War Evaluate the impact on the Cold War on Germany and Cuba	Text—Causes and Effects of War Truman, Eisenhower, Kennedy and other presidential libraries have a wealth of primary sources dealing with the Cold War CNN Cold War series on youtube International Cold War project https://www.wilsoncenter.org/program/cold-war-international-history-project



	<p>Students will understand how societies have influenced and been influenced by scientific developments and technological developments.</p> <p>Standard 1</p> <p>Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</p> <p>Standard 5 (Society and Identity)</p> <p>Students will understand social systems and structures and how these influence individual.</p> <p>Standard 5 (Society and Identity)</p> <p>Students will understand social systems and structures and how these influence individual.</p>	<p>arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>			<p>geography in shaping the outcome of the Vietnam War.</p>		
<p>End of the Cold War 5 weeks</p>	<p>Standard 4 (Culture)</p> <p>Students will understand cultural and intellectual developments and interactions among societies</p> <p>Standard 7</p> <p>Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</p>	<p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p>Demonstrate understanding of historical concepts and context.</p> <p>Demonstrate detailed, relevant and accurate historical knowledge.</p> <p>Integrate evidence and analysis to produce a coherent response.</p> <p>Evaluate different perspectives on</p>	<p><i>Reagan and Gorbachev: the End of the Cold War</i></p>	<p>-Techniques of writing an effective persuasive essays -being able to evaluate the significance of different historical factors in shaping historical outcomes -use of historical evidence in supporting critical analysis</p>	<p>FORMATIVE</p> <p>Classroom debate. Who was more instrument in contributing to the end of the Cold War—Reagan or Gorbachev?</p> <p>Students create a mindmap outlining the key events of the Cold War during the 1980s</p>	<p>Paper 2 Essay</p> <p>Students compare and contrast the role of Reagan and Gorbachev in the Cold War during the 1980s</p>	<p>Cold War text</p> <p>CNN Cold War Series on Youtube</p> <p>Reagan’s Evil Empire Speech</p> <p>http://www.pbs.org/wgbh/americanexperience/features/primary-resources/reagan-evil-empire/</p> <p>Reagan’s Tear Down This</p>



		<p>historical issues and events, and integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>			<p>Quiz on the key terms of the Cold War during the 1980s</p> <p>Read Reagan’s “Evil empire” speech. What did this suggest about his attitudes towards the USSR?</p> <p>Classroom discussion. Why did the Cold War end in the 1989 and not before that time?</p> <p>Students listen to Reagan’s Tear Down This Wall speech. Question: What challenges does he give Gorbachev</p> <p>Students create a poster of one key event during the Cold War and share with the class</p> <p>Discuss the role that economics, as opposed to military power, played in the end of the Cold War</p>		<p>Wall speech 1987</p> <p>http://www.history.com/speeches/reagan-demands-fall-of-berlin-wall</p>
<p>Native American, Hispanic, Women, and Youth Culture in the Americas</p> <p>HL Only</p> <p>7 weeks</p>	<p>Standard 6</p> <p>Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</p> <p>Standard 4</p> <p>Students will understand cultural and intellectual developments and interactions among societies.</p>	<p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p>Demonstrate understanding of historical concepts and context.</p> <p>Demonstrate detailed, relevant and accurate historical knowledge.</p> <p>Integrate evidence and analysis to produce a coherent response.</p>	<p>Feminist movements in the Americas; reasons for emergence; impact and significance</p> <p>Hispanic American movement in the United States; Cesar Chavez; immigration reform</p> <p>Youth culture and protests of the 1960s and 1970s: characteristics and manifestation of a counter-culture</p>	<p>-Techniques of writing an effective persuasive essays</p> <p>-being able to evaluate the significance of different historical factors in shaping historical outcomes</p> <p>-use of historical evidence in supporting critical analysis</p>	<p>FORMATIVE</p> <p>Students read excerpt from Betty Friedan’s Feminine Mystique What does she suggest is the major problem that American women face?</p> <p>Students make a chart comparing the goals, methods, and objectives of the African American</p>	<p>SUMMATIVE</p> <p>PAPER 3</p> <p>Compare the women’s right movement in the United States and Cuba (post-1945)</p> <p>Discuss the impact of the youth protest movement on the US during the 1960s and 1970s</p> <p>Compare the efforts to</p>	<p>Textbook on civil rights</p> <p>Notes on the school server</p> <p>Betty Friedan “Feminine Mystique” (link below but also on the server)</p> <p>https://www.lsrhs.net/departments/history/ShenM/site/20th_classwork_handouts_files/The%20Feminine%20Mystique%20%28Abridged</p>



		<p>Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>			<p>civil rights movement, the women’s rights movement and the the youth culture movement</p> <p>Students read the lyrics of Bob Dylan’s Blowin the Wind. In what ways do the lyrics of the song represent a counterculture among youth during the 1960s</p>	<p>gain greater civil rights by indigenous peoples in the United States and Guatemala</p>	<p>%29.pdf</p> <p>Bob Dylan “Blowin in the Wind”</p> <p>http://www.azlyrics.com/lyrics/bobdylan/blowinthewind.html</p>
<p>Cold War and the America</p> <p>HL ONLY</p> <p>14 weeks</p>	<p>Standard 1 (Time, Continuity, and Change)</p> <p>Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.</p> <p>Standard 4</p> <p>Students will understand cultural and intellectual developments and interactions among societies.</p>	<p>Structure and develop focused essays that respond effectively to the demands of a question.</p> <p>Demonstrate understanding of historical concepts and context.</p> <p>Demonstrate detailed, relevant and accurate historical knowledge.</p> <p>Integrate evidence and analysis to produce a coherent response.</p> <p>Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.</p> <p>Formulate clear and coherent arguments.</p> <p>Use relevant historical knowledge to effectively support analysis.</p>	<p>Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; social and cultural impact of the Cold War</p> <p>Korean War, the United States and the Americas: reasons for participation; military developments; diplomatic and political outcomes</p> <p>Eisenhower and Dulles: New Look and its application; characteristics and reasons for the policy; repercussions for the region</p> <p>United States’ involvement in Vietnam: the reasons for, and nature of, the involvement at different stages; domestic effects and the end of the war; Canadian non-support of the war; Latin American protest against the war</p> <p>United States’ foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies; implications for the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty (1977)</p> <p>Cold War in Chile; reasons for foreign and domestic policies and their implementation</p>	<p>-Techniques of writing an effective persuasive essays</p> <p>-being able to evaluate the significance of different historical factors in shaping historical outcomes</p> <p>-use of historical evidence in supporting critical analysis</p>	<p>FORMATIVE</p> <p>Students create a propaganda poster that typifies US domestic fears about the Cold War during the 1950s</p> <p>Quiz on the Cold War on the 1950s</p> <p>Evaluate Kennedy’s Alliance for Progress speech. Question: What were Kennedy’s role for Latin America?</p> <p>Create a photo story of the impact of the Cold War on the Americas during the 1945-1981 period</p> <p>-students create a chart outlining the impact of the foreign policies of presidents from Kennedy to Carter on Latin America</p>	<p>PAPER 3 ASSESSMENTS</p> <p>Evaluate the impact of Eisenhower’s New Look on US foreign policy in the Americas during the 1950s</p> <p>Compare and contrast the policies of Eisenhower, Kennedy, Johnson, and Truman during the Cold War</p> <p>Evaluate the impact of Kennedy’s Alliance for Progress on US-Latin American relations</p> <p>Evaluate the social and cultural impact of the Cold War on the 1950s</p> <p>Examine the impact of the Cold War on Chile up until 1973</p>	<p>Cold War Text</p> <p>CNN Cold War series</p> <p>Cold War and the Americas text (school needs to be ordered)</p> <p>Truman, Eisenhower, and Kennedy Libraries have a wealth of primary sources on US foreign policy during this period</p> <p>Kennedy’s Alliance for Progress speech</p> <p>http://legacy.fordham.edu/halsall/mod/1961kennedy-afp1.html</p>