

Murrieta Valley Unified School District
High School Course Outline
April 2016

Department: History/Social Science

Course Title: History of the Americas IB HL2

Course Number: 1603

Grade Level(s): 12

Length of Course: Year two of a two-year course

Prerequisite(s): C or better in History of the Americas IB HL1

UC/CSU (A-G) Requirement: A

Brief Course Description: The IB Diploma Programme (DP) history course is a world history course based on a comparative and multiperspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. The second year of the course studies three sections from one HL regional option: the Americas, and completes a historical investigation for the internal assessment. Paper 1, 2, and 3 exams are in May.

I. Goals

The student will:

- A. develop an understanding of, and continuing interest in, the past
- B. engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- C. promote international-mindedness through the study of history from more than one region of the world
- D. develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- E. develop key historical skills, including engaging effectively with sources
- F. increase their own understanding of themselves and of contemporary society by reflecting on the past

II. Outline of Content for Major Areas of Study

History of the Americas (Teacher has choice of 3 and can rotate topics each year):

- Indigenous societies and cultures in the Americas (c750–1500)
- European explorations and conquests in the Americas (c1492–c1600)
- Colonial government in the New World (1500–1800)
- Religion in the New World (1500–1800)
- Slavery and the New World (1500–1800)
- Independence movements (1763–1830)
- Nation-building and challenges (c1780–c1870)
- United States' Civil War: Causes, course and effects (1840–1877)
- The development of modern nations (1865–1929)
- Emergence of the Americas in global affairs (1880–1929)
- The Mexican Revolution (1884–1940)
- The Great Depression and the Americas (mid 1920s–1939)
- The Second World War and the Americas (1933–1945)
- Political developments in Latin America (1945–1980)
- Political developments in the United States (1945–1980) and Canada (1945–1982)
- The Cold War and the Americas (1945–1981)
- Civil rights and social movements in the Americas post-1945
- The Americas (1980–2005)

Semester I

(teacher can rotate any three topics above. This is one sample of how the teacher plans on using the three topics)

A. Emergence of the Americas in global affairs (1880–1929) This section focuses on the impact of modernization in the region on foreign policy, including an exploration of the involvement of the region in the First World War. Modernization shaped the new nations, and its effects created the basis for a major shift in the foreign policies of the region. By the end of the 19th century, for example, the United States played a more active role in world affairs and in the affairs of Latin America in particular, thus transforming inter-American relations. When the First World War ended, its impact was felt in the economic, social and foreign policies of the participating countries.

- United States' expansionist foreign policies: political, economic, social and ideological reasons
- Spanish–American War (1898): causes and effects
- Impact of United States' foreign policies: the Big Stick; Dollar Diplomacy; moral diplomacy
- United States and the First World War: from neutrality to involvement; reasons for US entry into the First World War; Wilson's peace ideals and the struggle for ratification of the Treaty of Versailles in the United States; significance of the war for the United States' hemispheric status
- Involvement of either Canada or **one** Latin American country in the First World War: nature of, and reasons for, involvement

- Impact of the First World War on any **two** countries of the Americas: economic, political, social and foreign policies
- B. Internal Assessment:** It is recommended that a total of approximately 20 hours.
- i. time for the teacher to explain to students the requirements of the internal assessment
 - ii. class time for students to work on the internal assessment component and ask questions
 - iii. time for consultation between the teacher and each student individually
 - iv. time to review and monitor progress, and to check authenticity.
- a. **Section 1: Identification and evaluation of sources.** This section requires students to analyze in detail **two** of the sources that they will use in their investigation. The sources can be either primary or secondary sources.
 - b. **Section 2: Investigation.** This section of the internal assessment task consists of the actual investigation. The internal assessment task provides scope for a wide variety of different types of historical investigation.
 - c. **Section 3: Reflection.** This section of the internal assessment task requires students to reflect on what undertaking their investigation highlighted to them about the methods used by, and the challenges facing, the historian.
- C. Political developments in Latin America (1945–1980)** This section focuses on domestic and political developments in Latin America after 1945. Most Latin American countries experienced social, economic and political changes and challenges. Political responses to these forces varied from country to country—from the continuation of democracy to “populist” movements to outright conflict, revolution and the establishment of authoritarian regimes in the 1960s and 1970s. Areas of study include: conditions for the rise to power of new leaders; economic and social policies; treatment of minorities.
- The Cuban Revolution: political, social and economic causes
 - Rule of Fidel Castro: Cuban nationalism; political, economic, social and cultural policies; treatment of opposition; successes and failures; impact on the region
 - Populist leaders in **two** countries: rise to power and legitimacy; ideology; social, economic and political policies; the treatment of opposition
 - Democracy in crisis: reasons for the failure of elected leaders
 - Rise of a military dictatorship in **one** country: reasons for their rise to power; economic and social policies; repression and treatment of opposition
 - Guerrilla movements in **one** country: origins, rise and consequences
 - Liberation theology in Latin America: origins, growth and impact
- D. Fall semester final exam**

Semester II

- A. Internal Assessment final due in January.**

B. Political developments in the United States (1945–1980) and Canada (1945–1982)

This section explores the domestic concerns and political developments in the United States and Canada, with a specific focus on the domestic policies and achievements of particular leaders in each country. In the United States, there is also a focus on economic development and the changing composition of the main political parties. In Canada, there is an exploration of the separatism of the Quiet Revolution.

- Truman and the Fair Deal; division within Democratic Party; congressional opposition; domestic policies of Eisenhower
- Kennedy and the New Frontier; Johnson and the Great Society
- Nixon's domestic policies; Watergate and possible impeachment; Ford's domestic policies and pardon of Nixon; Carter's domestic policies; changing composition and internal conflicts within the Democratic and Republican parties in the 1960s and 1970s, and the impact on elections
- Domestic policies of Canadian prime ministers: St Laurent, Diefenbaker; political stability and nationalism; social and political change under Pearson and Trudeau
- Causes and effects of the Quiet Revolution; rise of Quebec nationalism, the Front de Libération du Québec (FLQ) and the October Crisis of 1970

C. Exam preparation: Paper 1, Paper 2, and Paper 3 exams are in May.

III. Accountability Determinants

A. Key Assignments

- a. Daily participation: class discussion, group work
- b. Homework: nightly reading, analysis of case studies, research
- c. Daily class assignments: projects, group work, individual work
- d. Quizzes: frequent quizzes from nightly reading, key terms, and key case studies
- e. Tests: unit exams and mid-terms [essays, short answer questions, multiple choice questions]
- f. Internal Assessment: a historical investigation

B. Assessment Methods

- a. Use of assessment criteria, markbands, analytic markschemes, and marking notes
- b. Exams mimicking paper 3 official exams for the course covering assessment objectives 1, 2, 3, 4 (structured responses and extended responses using case studies and other stimulus material).
 - i. **Paper 3 (2 hours 30 minutes):** For the selected region, answer three essay questions. (45 marks)
 - ii. **Internal assessment (20 hours)** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Historical investigation:** Students are required to complete a historical investigation into a topic of their choice. (25 marks)
- c. Assessment objective 1: Knowledge and understanding
 - Demonstrate detailed, relevant and accurate historical knowledge.

- Demonstrate understanding of historical concepts and context.
 - Demonstrate understanding of historical sources. (Internal assessment and paper 1)
- d. Assessment objective 2: Application and analysis
- Formulate clear and coherent arguments.
 - Use relevant historical knowledge to effectively support analysis.
 - Analyse and interpret a variety of sources. (Internal assessment and paper 1)
- e. Assessment objective 3: Synthesis and evaluation
- 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.
 - Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
 - Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)
- f. Assessment objective 4: Use and application of appropriate skills
- Structure and develop focused essays that respond effectively to the demands of a question.
 - Reflect on the methods used by, and challenges facing, the historian. (Internal assessment)
 - Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment)
 - Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources. (Internal assessment)

IV. Instructional Materials and Methodologies

- A. Required Textbook(s): the text needs to cover all the options available so the teacher has the greatest flexibility in choice.
- Title: History of the Americas 1880-1981 Course Book
 Authors: Alexis Mamaux, David Smith, Mark Rogers, Matt Borgmann, Shannon Leggett and Yvonne Berliner
 Oxford University Press 2015
 ISBN13: **9780198310235**
- B. Supplementary Materials
- C. Instructional Methodologies
- All instructional methodologies address adaptations necessary for special needs learners and English Language Learners.
- Teacher lecture
 - Seminars
 - Class discussions
 - Group projects/presentations

- Class activities and games
- Case studies
- Reading from text and journals
- Peer edits of writing
- Individual student presentations
- Re-enacting case studies