

# Unit #1-History, Historiography, and Historical Investigation

Content Area: **Social Studies**  
Course(s): **IB 20th Century Topics**  
Time Period: **First Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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This unit will act as the introduction to IB history in the senior year. It will serve to reinforce the importance of historiography and its importance to studying historical topics and why we study history. This unit will also introduce students to the requirements of the IB History Internal Assessment and the process of completing that senior year IB requirement.

## STAGE 1- DESIRED RESULTS

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## 2016 New Jersey Student Learning Standards- Social Studies

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SOC.6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
SOC.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.C.7	Economics, Innovation, and Technology
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

## Essential Questions

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- What is historiography?
- What is bias?
- What factors lead to bias?
- Do historical records tell the "truth"?
- Does history change?
- Can history be "developed"?
- What factors determine what is history?
- How do historians analyze history?
- What is the difference history and fact?
- Is history fact?
- Can historical arguments be "settled"?
- Are historical documents always reliable?
- Can you be objective in examining history?

## Enduring Understanding

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- Throughout history competition between nations over land and resources have led to war
- There are social, political, and economic impacts and consequences to fighting a war
- The beliefs of a mass group of people can lead to action or change in a government and/or country
- Throughout history differing groups of people have continuously fought one another for a variety of reasons (religion, ideology, land, etc)

## Students will know...

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### I. Key Concepts/ Ideas

- Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I.
- World War I was a "total war" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries.
- World War I challenged economic and political power structures and gave rise to a new balance of power in the world.
- Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

### II. Predictable Misunderstandings (Students might think)

### III. Key Terms / Vocabulary

- historiography, analyze, annotate, apply, appraise, argue, classify, comment, compare, compare & contrast,

construct, contrast, deduce, define, demonstrate, derive, describe, discuss, distinguish, document, evaluate, examine, explain, identify, justify, summarize, to what extent.

### **Students will be able to...**

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- conduct process writing
- conduct peer review of writing
- analyze historical documents
- determine the message of political cartoon
- identify bias in writing
- identify the requirements of IB specific essays

### **STAGE 2- EVIDENCE OF LEARNING**

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#### **Formative Assessment During Lesson**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation

- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

### **Authentic Assessments- Suggested**

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- development of multiple essays
- fishbowl discussions
- readings of time period appropriate documents
- debates
- analysis of political cartoons
- creation of political cartoons
- flipped classroom questioning
- presentations(PowerPoint, Prezi, Kahoot)
- Boss Battle questioning

### **Benchmark Assessments**

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### **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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- An iBook is created for to serve as a study guide for the IB exams. As students create research papers or presentations they will be added to these iBooks for an all-encompassing

iBook textbook to be completed and used to study for the IB exam.

- Documents are supplied and the students will examine, analyze, and draw conclusions from the supplied information.
- Students will conduct research on historical controversies of their own choosing to identify historiography.
- The class as a whole will conduct peer writing.
- Small groups will develop presentations debating historiographical arguments.
- Students will write an essay discussing a historical topic being sure to discuss the topics historiography.

## **Modifications/Differentiation of Instruction**

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- In order to modify the unit for students with **different academic abilities**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments.
- In order to modify the unit for **ELL students**, the highlighted text will be given to students. Also, oral direction and repeated Drill/Practice will be provided to the student. Use of Audio resources could also be incorporated.
- In order to modify the unit for **students with special needs**, the teacher will provide extra time for students who are in need of it. Also, oral directions would be provided in order to make clear the requirements of the assignments. Depending of the needs of the student, extended time, frequent breaks, preferential seating, and audio resources could be incorporated in the unit.

## **Modification Strategies**

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- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions

- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **Differentiation Strategies**

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### **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

### **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities

- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

## **Vertical Integration- Discipline Mapping**

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The IB 20th Century course is offered during the Senior year of High School. Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and IB History of the Americas. The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 12th grade can successfully address the demands required of them in the IB program.

## **Additional Materials**

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*The National Experience: A History of the United States (8th Edition)* Harcourt Brace Jovanovich College Publishers by Blum, McFeely, Morgan, Schelesinger Jr., Stamp, and Woodward

*The Media at War* St. Martin's Press by Susan L. Carruthers

*Hitler and Nazi Germany* Routledge by Stephen J. Lee

*Peacemaking, Peacekeeping: International Relations 1918-1936* Cambridge University Press by Nick Fellows

*The Cold War* Pearson by Keely Rogers and Jo Thomas

*The Cold War* Cambridge University Press by Allan Todd

*Causes, Practices and Effects of Wars* Cambridge University Press by Mike Wells

*Causes, Practices and Effects of Wars* Pearson by Keely Rogers and Jo Thomas

*Authoritarian and Single-Party States* Pearson by Brian Mimmack, Daniela Senes, Eunice Price

*War and Peace: International Relations 1878-1941* Hodder Education by David G. Williamson

*The Origins of the First World War* IBID Press by Giles Pope

*Russian, America and the Cold War* (2nd Edition) Pearson by Marin McCauley



*The First World War* Routledge by Ian Cawood and David McKinnon-Bell