

Name: _____
IB HOTA

Date: _____
Mr. Romano

Summer Assignment
Understanding the Key Concepts of IB History

The IB approach to studying history involves six key concepts: ***causation, consequence, change, continuity, significance, and perspectives***. These concepts help historians think critically about historical issues; they help students of history identify and solve problems, make decisions, and form judgments about past claims, issues, and figures in history. A detailed description of these six fundamental concepts is attached to this assignment.

Your summer assignment will require familiarizing yourself with these concepts and applying your previous knowledge of history to each one of them.

Directions:

- After carefully reading about the six key concepts to IB history, provide ***one example – either from American history or one from global history*** – for each key concept and ***defend*** why each example applies to that concept.
- For each example, students must write a well-constructed response of ***at least a paragraph, but no more than two paragraphs***, complete with proper spelling and grammar. This assignment should be typed, stapled, double-spaced, use Times New Roman, 12-point font, with the appropriate school heading.
- Students must use their knowledge of history to provide ***a suitable example*** for each concept for a total of ***six responses***.
- This assignment will count for your first six homeworks of the first marking period and will be worth 60 points (10 points for each key concept) and will be due on the first day of school. Late assignments will not be accepted!

Key Concepts for IB History Explained

<i>Change</i>	The study of history involves investigation of the extent to which people and events bring about change. Historical evidence is used to formulate new theories and challenge existing theories and assumptions about how people and events led to significant change in a society. Students' questions and judgments about historical change should be based on deep understanding of content and on comparison of the situation before and after the events under examination.
<i>Continuity</i>	While historical study often focuses on moments of great change, a good historical thinker must also be aware that some change is slow and gradual, and that throughout history there is significant continuity. Simply put, in the midst of great historical change, things can also remain the same. Historians often refer to this idea as "maintaining the status quo." A good student of history is able to recognize that something new does not always mean something different. For example, does a change in leadership in a society or country necessarily guarantee a change in policy? Or has the new regime simply mirrored the policies of its predecessor?
<i>Causation</i>	Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. A deep understanding of history occurs when students are able to recognize that most historical events are caused by an exchange of diverse and multiple causes. IB students will need to make evidence-based judgments about which causes were more important or significant and which were within the control of individuals and which were not.
<i>Consequence</i>	History is the understanding of how forces in the past have shaped future people and societies. A careful study of historical events and people will uncover multiple short-term and long-lasting effects. Students should use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences.
<i>Significance</i>	History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidences or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should feel free to question why something has been recorded or included in a historical narrative. Similarly, they should be encouraged to think about who or what has been excluded from historical narratives, and for what reasons. By viewing the historical record in this way, the relative importance of events, people, groups, developments may change.
<i>Perspectives</i>	IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Primary and secondary sources allow historians to investigate and compare how people, including specific groups such as slaves or women, may have experienced events differently in the past. In this way there are particularly strong links between exploring multiple perspectives and the development of international-mindedness.